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Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure 2019-20

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EDB271	5462	CHAN Tanya	156	(6) Other Educational Services and Subsidies
EDB272	5475	CHAN Tanya	156	(6) Other Educational Services and Subsidies
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EDB274	5479	CHAN Tanya	156	(3) Primary Education
EDB275	5480	CHAN Tanya	156	(3) Primary Education
EDB276	5495	CHAN Tanya	156	(3) Primary Education
EDB277	5496	CHAN Tanya	156	-
EDB278	5497	CHAN Tanya	156	-
EDB279	5498	CHAN Tanya	156	-
EDB280	5499	CHAN Tanya	156	(6) Other Educational Services and Subsidies
EDB281	5500	CHAN Tanya	156	(7) Post-secondary, Vocational and Professional Education
EDB282	5503	CHAN Tanya	156	(6) Other Educational Services and Subsidies
EDB283	5504	CHAN Tanya	156	(8) Policy and Support

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EDB286	6462	CHAN Tanya	156	-
EDB287	4563	CHENG Wing-shun, Vincent	156	(2) Pre-primary Education
EDB288	4564	CHENG Wing-shun, Vincent	156	(2) Pre-primary Education
EDB289	4565	CHENG Wing-shun, Vincent	156	(2) Pre-primary Education
EDB290	4566	CHENG Wing-shun, Vincent	156	(2) Pre-primary Education
EDB291	4568	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education (7) Post-secondary, Vocational and Professional Education
EDB292	4569	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education
EDB293	4570	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education
EDB294	4571	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education
EDB295	4578	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education
EDB296	4579	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB297	4580	CHENG Wing-shun, Vincent	156	(3) Primary Education
EDB298	4582	CHENG Wing-shun, Vincent	156	(5) Special Education
EDB299	4583	CHENG Wing-shun, Vincent	156	(5) Special Education
EDB300	4584	CHENG Wing-shun, Vincent	156	(5) Special Education
EDB301	4585	CHENG Wing-shun, Vincent	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB302	4586	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education
EDB303	4587	CHENG Wing-shun, Vincent	156	-
EDB304	4588	CHENG Wing-shun, Vincent	156	(3) Primary Education (4) Secondary Education
EDB305	4589	CHENG Wing-shun, Vincent	156	(6) Other Educational Services and Subsidies
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EDB310	6930	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
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EDB312	6932	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB313	6933	CHEUNG Chiu-hung, Fernando	156	-
EDB314	6934	CHEUNG Chiu-hung, Fernando	156	-
EDB315	6935	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB316	6936	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
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EDB318	6938	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB319	6939	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB320	6940	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB321	6941	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB322	6942	CHEUNG Chiu-hung, Fernando	156	-
EDB323	6943	CHEUNG Chiu-hung, Fernando	156	(7) Post-secondary, Vocational and Professional Education
EDB324	6944	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB325	6945	CHEUNG Chiu-hung, Fernando	156	-
EDB326	6946	CHEUNG Chiu-hung, Fernando	156	-
EDB327	6947	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
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EDB331	6951	CHEUNG Chiu-hung, Fernando	156	-
EDB332	6952	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB333	6953	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB334	6954	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB335	6955	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB336	6956	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB337	6957	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB338	6958	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB339	6959	CHEUNG Chiu-hung, Fernando	156	(7) Post-secondary, Vocational and Professional Education
EDB340	6960	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB341	6961	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB342	6964	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB343	6983	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB344	6984	CHEUNG Chiu-hung, Fernando	156	(4) Secondary Education
EDB345	6988	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB346	6989	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB347	6994	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
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EDB351	7023	CHEUNG Chiu-hung, Fernando	156	(8) Policy and Support
EDB352	7024	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB353	7025	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
EDB354	7026	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB355	7027	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
EDB356	7028	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB357	7029	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB358	7030	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB359	7032	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies
EDB360	7033	CHEUNG Chiu-hung, Fernando	156	(8) Policy and Support
EDB361	7034	CHEUNG Chiu-hung, Fernando	156	-
EDB362	7039	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
EDB363	7040	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
EDB364	7041	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
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EDB366	7043	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB367	7044	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
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EDB372	7049	CHEUNG Chiu-hung, Fernando	156	(5) Special Education (7) Post-secondary, Vocational and Professional Education
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EDB376	7053	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB377	7054	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB378	7055	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB379	7056	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB380	7057	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB381	7058	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
EDB382	7064	CHEUNG Chiu-hung, Fernando	156	-
EDB383	7067	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB384	7068	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB385	7069	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB386	7070	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB387	7071	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
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EDB393	7109	CHEUNG Chiu-hung, Fernando	156	(4) Secondary Education
EDB394	7110	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB395	7111	CHEUNG Chiu-hung, Fernando	156	(1) Director of Bureau's Office (8) Policy and Support
EDB396	7143	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
EDB397	7146	CHEUNG Chiu-hung, Fernando	156	(5) Special Education (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
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EDB400	7234	CHEUNG Chiu-hung, Fernando	156	(1) Director of Bureau's Office
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EDB402	4228	CHOW Ho-ding, Holden	156	(7) Post-secondary, Vocational and Professional Education
EDB403	4229	CHOW Ho-ding, Holden	156	(7) Post-secondary, Vocational and Professional Education
EDB404	4186	CHU Hoi-dick	156	(2) Pre-primary Education (8) Policy and Support
EDB405	4187	CHU Hoi-dick	156	-
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EDB409	4515	FAN Kwok-wai, Gary	156	(3) Primary Education
EDB410	4521	FAN Kwok-wai, Gary	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB411	4200	HO Kai-ming	156	(7) Post-secondary, Vocational and Professional Education
EDB412	4368	HUI Chi-fung	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
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EDB415	3974	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
EDB416	3975	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB417	3976	IP Kin-yuen	156	(2) Pre-primary Education
EDB418	3977	IP Kin-yuen	156	(2) Pre-primary Education
EDB419	3978	IP Kin-yuen	156	(2) Pre-primary Education
EDB420	3979	IP Kin-yuen	156	(2) Pre-primary Education
EDB421	3980	IP Kin-yuen	156	(2) Pre-primary Education
EDB422	3981	IP Kin-yuen	156	(2) Pre-primary Education
EDB423	3982	IP Kin-yuen	156	(2) Pre-primary Education
EDB424	3983	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB425	3984	IP Kin-yuen	156	(5) Special Education
EDB426	3985	IP Kin-yuen	156	-
EDB427	3986	IP Kin-yuen	156	(1) Director of Bureau’s Office (2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
EDB428	3987	IP Kin-yuen	156	(4) Secondary Education
EDB429	3988	IP Kin-yuen	156	(2) Pre-primary Education
EDB430	3990	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB431	3991	IP Kin-yuen	156	(4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies

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EDB434	3994	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB435	3995	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB436	3996	IP Kin-yuen	156	(2) Pre-primary Education
EDB437	3997	IP Kin-yuen	156	(2) Pre-primary Education
EDB438	3998	IP Kin-yuen	156	(2) Pre-primary Education
EDB439	3999	IP Kin-yuen	156	(2) Pre-primary Education
EDB440	4000	IP Kin-yuen	156	(4) Secondary Education
EDB441	4001	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB442	4002	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
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EDB444	4004	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies
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EDB446	4006	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB447	4007	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB448	4008	IP Kin-yuen	156	(3) Primary Education

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EDB450	4014	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support
EDB451	4015	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
EDB452	4016	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB453	4867	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB454	4869	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB455	4872	IP Kin-yuen	156	(4) Secondary Education
EDB456	4873	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
EDB457	4874	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB458	4875	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB459	4876	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB460	4877	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB461	4878	IP Kin-yuen	156	(3) Primary Education (5) Special Education (6) Other Educational Services and Subsidies (8) Policy and Support

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EDB463	4880	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB464	4881	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB465	4883	IP Kin-yuen	156	(5) Special Education
EDB466	4884	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
EDB467	4885	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB468	4886	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB469	4887	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB470	4888	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB471	4889	IP Kin-yuen	156	-
EDB472	4890	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB473	4894	IP Kin-yuen	156	(2) Pre-primary Education
EDB474	4895	IP Kin-yuen	156	(3) Primary Education (5) Special Education
EDB475	4896	IP Kin-yuen	156	(2) Pre-primary Education
EDB476	4898	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB477	4899	IP Kin-yuen	156	(2) Pre-primary Education
EDB478	4900	IP Kin-yuen	156	(2) Pre-primary Education
EDB479	4901	IP Kin-yuen	156	(2) Pre-primary Education
EDB480	4902	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB481	4904	IP Kin-yuen	156	(6) Other Educational Services and Subsidies

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EDB484	5338	IP Kin-yuen	156	(5) Special Education
EDB485	5342	IP Kin-yuen	156	-
EDB486	5343	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB487	5344	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB488	5345	IP Kin-yuen	156	(8) Policy and Support
EDB489	5348	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB490	5349	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB491	5350	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB492	5351	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB493	5355	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support
EDB494	5356	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB495	5357	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support
EDB496	5359	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB497	5360	IP Kin-yuen	156	(3) Primary Education
EDB498	5361	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB499	5362	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB500	5366	IP Kin-yuen	156	(2) Pre-primary Education

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EDB502	5368	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB503	5369	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB504	5370	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB505	5371	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB506	5375	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB507	5376	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB508	5377	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB509	5381	IP Kin-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB510	5384	IP Kin-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB511	5385	IP Kin-yuen	156	(3) Primary Education
EDB512	5386	IP Kin-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB513	5387	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB514	5687	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB515	5688	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB516	5689	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB517	5690	IP Kin-yuen	156	-
EDB518	5691	IP Kin-yuen	156	(3) Primary Education (5) Special Education
EDB519	5692	IP Kin-yuen	156	(4) Secondary Education
EDB520	5693	IP Kin-yuen	156	(5) Special Education

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EDB523	5696	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB524	5697	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support
EDB525	5700	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB526	5701	IP Kin-yuen	156	(4) Secondary Education (5) Special Education
EDB527	5702	IP Kin-yuen	156	(2) Pre-primary Education
EDB528	5703	IP Kin-yuen	156	(3) Primary Education
EDB529	5705	IP Kin-yuen	156	-
EDB530	5706	IP Kin-yuen	156	-
EDB531	5707	IP Kin-yuen	156	(4) Secondary Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education
EDB532	7220	IP Kin-yuen	156	(8) Policy and Support
EDB533	7272	IP Kin-yuen	156	(2) Pre-primary Education
EDB534	3807	KWOK Ka-ki	156	(3) Primary Education (4) Secondary Education
EDB535	3808	KWOK Ka-ki	156	(7) Post-secondary, Vocational and Professional Education
EDB536	3844	KWOK Ka-ki	156	(7) Post-secondary, Vocational and Professional Education
EDB537	6497	KWOK Ka-ki	156	(1) Director of Bureau’s Office
EDB538	6504	KWOK Ka-ki	156	(8) Policy and Support
EDB539	6505	KWOK Ka-ki	156	(8) Policy and Support
EDB540	3855	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB541	3859	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB542	3860	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB543	3861	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education

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EDB544	3868	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies
EDB545	3870	KWOK Wing-hang, Dennis	156	(6) Other Educational Services and Subsidies
EDB546	3873	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB547	3877	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB548	4439	KWONG Chun-yu	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB549	7253	KWONG Chun-yu	156	-
EDB550	4412	LAU Ip-keung, Kenneth	156	(1) Director of Bureau's Office
EDB551	3473	LEUNG Mei-fun, Priscilla	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB552	3474	LEUNG Mei-fun, Priscilla	156	(3) Primary Education (4) Secondary Education
EDB553	3475	LEUNG Mei-fun, Priscilla	156	(7) Post-secondary, Vocational and Professional Education (8) Policy and Support
EDB554	4615	LEUNG Yiu-chung	156	(5) Special Education (8) Policy and Support
EDB555	4394	LUK Chung-hung	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB556	3666	MA Fung-kwok	156	(8) Policy and Support
EDB557	3668	MA Fung-kwok	156	(8) Policy and Support
EDB558	3669	MA Fung-kwok	156	(8) Policy and Support
EDB559	3670	MA Fung-kwok	156	(8) Policy and Support
EDB560	3672	MA Fung-kwok	156	(4) Secondary Education
EDB561	3673	MA Fung-kwok	156	(4) Secondary Education
EDB562	3674	MA Fung-kwok	156	(3) Primary Education (4) Secondary Education
EDB563	3675	MA Fung-kwok	156	(8) Policy and Support
EDB564	4699	MA Fung-kwok	156	-
EDB565	3704	MOK Charles Peter	156	(6) Other Educational Services and Subsidies
EDB566	3705	MOK Charles Peter	156	(3) Primary Education (4) Secondary Education
EDB567	4299	OR Chong-shing, Wilson	156	(7) Post-secondary, Vocational and Professional Education

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EDB568	3351	SHEK Lai-him, Abraham	156	-
EDB569	3354	SHEK Lai-him, Abraham	156	(2) Pre-primary Education
EDB570	3357	SHEK Lai-him, Abraham	156	(3) Primary Education
EDB571	3374	SHEK Lai-him, Abraham	156	(5) Special Education
EDB572	4264	SHIU Ka-chun	156	(2) Pre-primary Education (8) Policy and Support
EDB573	4279	SHIU Ka-chun	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (8) Policy and Support
EDB574	4280	SHIU Ka-chun	156	(2) Pre-primary Education
EDB575	4281	SHIU Ka-chun	156	(2) Pre-primary Education
EDB576	4282	SHIU Ka-chun	156	(2) Pre-primary Education
EDB577	5045	SHIU Ka-chun	156	(6) Other Educational Services and Subsidies
EDB578	5455	SHIU Ka-chun	156	(3) Primary Education (4) Secondary Education
EDB579	5720	SHIU Ka-chun	156	(8) Policy and Support
EDB580	5727	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB581	5731	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB582	5733	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB583	5734	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB584	5735	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB585	5757	SHIU Ka-chun	156	-
EDB586	5962	SHIU Ka-chun	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB587	5966	SHIU Ka-chun	156	(2) Pre-primary Education
EDB588	5968	SHIU Ka-chun	156	(3) Primary Education (4) Secondary Education
EDB589	5970	SHIU Ka-chun	156	(3) Primary Education (4) Secondary Education
EDB590	5973	SHIU Ka-chun	156	(3) Primary Education (4) Secondary Education
EDB591	5976	SHIU Ka-chun	156	(3) Primary Education (4) Secondary Education
EDB592	5978	SHIU Ka-chun	156	(3) Primary Education (4) Secondary Education

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EDB593	5979	SHIU Ka-chun	156	(5) Special Education
EDB594	5980	SHIU Ka-chun	156	(5) Special Education
EDB595	5981	SHIU Ka-chun	156	(5) Special Education
EDB596	5983	SHIU Ka-chun	156	(5) Special Education
EDB597	5986	SHIU Ka-chun	156	(5) Special Education
EDB598	5987	SHIU Ka-chun	156	(5) Special Education
EDB599	6424	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB600	6561	SHIU Ka-chun	156	(5) Special Education
EDB601	6566	SHIU Ka-chun	156	(8) Policy and Support
EDB602	7279	SHIU Ka-chun	156	(5) Special Education
EDB603	5140	TAM Man-ho, Jeremy	156	(8) Policy and Support
EDB604	6079	TAM Man-ho, Jeremy	156	(4) Secondary Education
EDB605	3499	TSE Wai-chun, Paul	156	(6) Other Educational Services and Subsidies
EDB606	3500	TSE Wai-chun, Paul	156	(6) Other Educational Services and Subsidies
EDB607	3501	TSE Wai-chun, Paul	156	(6) Other Educational Services and Subsidies
EDB608	3967	WONG Pik-wan, Helena	156	(7) Post-secondary, Vocational and Professional Education
EDB609	3969	WONG Pik-wan, Helena	156	(8) Policy and Support
WFSFAA				
EDB610	4328	CHAN Tanya	173	(1) Student Assistance Scheme
EDB611	5110	CHAN Tanya	173	(1) Student Assistance Scheme (2) Working Family Allowance and Individual-based Work Incentive Transport Subsidy
EDB612	4567	CHENG Wing-shun, Vincent	173	(1) Student Assistance Scheme
EDB613	6675	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB614	6679	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB615	7148	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB616	7204	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB617	7263	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB618	4538	FAN Kwok-wai, Gary	173	(1) Student Assistance Scheme
EDB619	4009	IP Kin-yuen	173	(1) Student Assistance Scheme

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EDB620	5865	KWOK Ka-ki	173	(1) Student Assistance Scheme
EDB621	5866	KWOK Ka-ki	173	(1) Student Assistance Scheme
EDB622	7172	KWOK Ka-ki	173	(1) Student Assistance Scheme
EDB623	3869	KWOK Wing-hang, Dennis	173	(1) Student Assistance Scheme
EDB624	3879	KWOK Wing-hang, Dennis	173	(1) Student Assistance Scheme
EDB625	4454	KWONG Chun-yu	173	(1) Student Assistance Scheme
EDB626	3355	SHEK Lai-him, Abraham	173	(1) Student Assistance Scheme
EDB627	5454	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB628	5736	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB629	5738	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB630	5741	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB631	5743	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB632	6007	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB633	6239	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB634	7276	SHIU Ka-chun	173	(1) Student Assistance Scheme
EDB635	6073	TAM Man-ho, Jeremy	173	(1) Student Assistance Scheme
UGC				
EDB636	4309	CHAN Tanya	190	University Grants Committee
EDB637	5460	CHAN Tanya	190	University Grants Committee
EDB638	5461	CHAN Tanya	190	University Grants Committee
EDB639	5502	CHAN Tanya	190	University Grants Committee
EDB640	5505	CHAN Tanya	190	University Grants Committee
EDB641	5507	CHAN Tanya	190	University Grants Committee
EDB642	5759	CHAN Tanya	190	University Grants Committee
EDB643	5760	CHAN Tanya	190	University Grants Committee
EDB644	6034	CHAN Tanya	190	University Grants Committee
EDB645	6533	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB646	6682	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB647	6751	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB648	6752	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB649	6753	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB650	4977	CHU Hoi-dick	190	University Grants Committee
EDB651	4978	CHU Hoi-dick	190	University Grants Committee
EDB652	4545	FAN Kwok-wai, Gary	190	University Grants Committee
EDB653	4010	IP Kin-yuen	190	University Grants Committee

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EDB654	4870	IP Kin-yuen	190	University Grants Committee
EDB655	4871	IP Kin-yuen	190	University Grants Committee
EDB656	4882	IP Kin-yuen	190	University Grants Committee
EDB657	4903	IP Kin-yuen	190	University Grants Committee
EDB658	5347	IP Kin-yuen	190	University Grants Committee
EDB659	5358	IP Kin-yuen	190	University Grants Committee
EDB660	5382	IP Kin-yuen	190	University Grants Committee
EDB661	5383	IP Kin-yuen	190	University Grants Committee
EDB662	5708	IP Kin-yuen	190	University Grants Committee
EDB663	3809	KWOK Ka-ki	190	University Grants Committee
EDB664	5867	KWOK Ka-ki	190	University Grants Committee
EDB665	5868	KWOK Ka-ki	190	University Grants Committee
EDB666	3871	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB667	3872	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB668	3323	LEUNG Yiu-chung	190	University Grants Committee
EDB669	3676	MA Fung-kwok	190	University Grants Committee
EDB670	3720	MOK Charles Peter	190	University Grants Committee
EDB671	5456	SHIU Ka-chun	190	University Grants Committee
EDB672	4486	TAM Man-ho, Jeremy	190	University Grants Committee
RTHK				
EDB673	7260	IP Kin-yuen	160	(3) School Education Television Programme
EDB674	4406	LAU Kwok-fan	160	(3) School Education Television Programme

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1229)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out in table form the following information on research projects from 2006 to 2018 related to ethnic minorities and/or non-Chinese speaking students for which public funds had been allocated, e.g. by the University Grants Committee, Education Bureau, Standing Committee on Language Education and Research (SCOLAR) and Quality Education Fund (QEF):

a. funding body;
b. title of research;
c. name of institution(s) and/or investigator(s);
d. amount of funding for each research project;
e. start date
f. progress of research (under planning/ in progress/ completed date)
g. Administration's follow-up to the research report and the progress (if any)
h. For completed research, have the executive summary/full report been made publicly available; if yes, through which channels; if no, explain why.
i. webpage links to the completed research report
j. measures taken to safeguard against misuse of research funding

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 5)

Reply:

Information on research projects related to ethnic minorities and/or non-Chinese speaking students for which public funds had been allocated in the past 5 years (Note) is set out at the Annex.

Annex

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
Research Grants Council (RGC)	Second Language(s) Learning Motivation and Identity Construction of Ethnic Minority Students in Hong Kong: A Multi-level Investigation	The Chinese University of Hong Kong	368,500	January 2014	Completed (August 2016)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	https://cerg1.ugc.edu.hk/cergprod/scrrm00542.jsp?proj_id=443213	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	"Neither Immigrants nor Citizens": Constructing Citizenship Values in a Transnational Context for Hong Kong's Ethnic Minority Students	The Education University of Hong Kong	756,988	January 2015	Completed (December 2017)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	https://cerg1.ugc.edu.hk/cergprod/scrrm00542.jsp?proj_id=18402514	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
RGC	Using genre-based approach to enhance Chinese written composition performance by ethnic minority students	The University of Hong Kong	436,316	July 2015	Completed (June 2016)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	https://cerg1.ugc.edu.hk/cergprod/scrrm00542.jsp?proj_id=17605415	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	The role of orthographic knowledge in Chinese character learning amongst Hong Kong ethnic minority students	The University of Hong Kong	610,988	September 2015	Completed (February 2018)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	https://cerg1.ugc.edu.hk/cergprod/scrrm00542.jsp?proj_id=17605215	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
RGC	Enhancing Teaching Efficacy and Creative Teaching and Learning Chinese for Hong Kong's non-Chinese students in Primary Schools	The University of Hong Kong	308,932	January 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	A Study of Ethnic Economy of Disadvantaged Ethnic Minorities in Hong Kong: Exploring Experiences in the Process of Social Integration	Caritas Institute of Higher Education	549,734.50 (including 15% on-cost)	January 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
Standing Committee on Language Education and Research (SCOLAR)	An Online Reading Platform for Learning Chinese as Secondary Language	Caritas Institute of Higher Education/ Prof. HO Man-koon	2,178,100	January 2016	Completed (July 2018)	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	An investigation of strategies and methods in learning Chinese vocabulary by non-Chinese speaking students in Hong Kong	City University of Hong Kong/ Dr. Bin LI	860,294	January 2016	Completed (May 2018)	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	From Speech to Spelling: Improving Chinese Proficiency of Non-Chinese Speaking Students through Cantonese Speech Learning	The Chinese University of Hong Kong/ Dr. MOK Peggy Pik-ki	1,244,281	January 2016	Completed (October 2018)	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
SCOLAR	Using supplementary materials to enhance Primary 6 non-Chinese students' Chinese ability: An action research	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University/ Dr. LEUNG Wai-mun	333,732	February 2016	Completed (April 2018)	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	A Mobile, Personal Reading Tutor for Learners of Chinese	City University of Hong Kong/ Dr. LEE, John Sie-yuen	922,680	February 2016	Completed (October 2018)	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	Dialogical reading programme on Chinese language and emergent literacy learning in ethnic minority preschool children in Hong Kong	The Education University of Hong Kong/ Dr. ZHOU Yan-ling	1,387,800	February 2016	In progress	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
SCOLAR	The acquisition of Cantonese vowels and intonation by India-Urdu students at Hong Kong primary and secondary schools	The Hong Kong Polytechnic University/ Dr. LIU Yi	493,350	June 2016	Completed (September 2018)	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools	The University of Hong Kong/ Dr. LOH Ka-yee Elizabeth	8,780,000	June 2016	In progress	A project dissemination conference is scheduled to be held in mid-2019. Project outcomes will be disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website after the conference.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
RGC	Toward an Ethnic Cultural Citizenship: A Cultural Indicator and Mapping Study of Popular Arts Participation among South and South East Asian Youth in Hong Kong	Hong Kong Baptist University	208,620	January 2017	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	Representation of ethnic and religious minorities in textbooks: Multiculturalism across Hong Kong schools' curriculum	The University of Hong Kong	363,637	January 2017	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
Quality Education Fund Secretariat (QEF)	QEF Thematic Network on Utilising "Chinese Language Learning Progression Framework for Non-Chinese Speaking Children	Centre for Advancement of Chinese Language Education and Research, Faculty of Education,	4,023,000	September 2017	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
	in Kindergartens in Hong Kong" for Effective Chinese	The University of Hong Kong							when required to ensure good use of the grants awarded. Application has to be made to QEF each year. The project is estimated to be carried out for 3 years since the 2017/18 school year. The approved budget for the 2017/18 and 2018/19 school years is $4,023,000 in total. The budget for the 2019/20 school year is being vetted.
SCOLAR	The acquisition of Cantonese tones and initials by Hindi-Urdu students at Hong Kong Primary and Secondary schools	The Hong Kong Polytechnic University/ Dr. LIU Yi	1,079,397	June 2018	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
SCOLAR	The Effects of Family Socialisation on Second-Generation South Asian Adolescents in Hong Kong: Academic Identity Construction and Second Language Learning	The Education University of Hong Kong/ Prof. GU Ming-yue	1,022,254	June 2018	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	Foundational Chinese Literacy Skills for Non-Chinese Speaking Students: An Intervention Research	The Chinese University of Hong Kong/ Prof. WONG Yu-ka	1,445,205	August 2018	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	An Action Research on Learning Patterns & Strategies of Chinese Characters for Non-Chinese Speaking Students in Hong Kong	The Hong Kong Polytechnic University/ Dr. LEUNG Wai-mun	1,136,077	September 2018	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project ($)	Start date	Progress of research (under planning/ in progress/ completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	Webpage links to the completed research reports	What measures have been taken to safeguard against misuse of research funding?
SCOLAR	Supporting Ethnic Minority Students' Chinese Language Learning through Enhancing Extramural Chinese Social Media Use	The University of Hong Kong/ Dr. LAI Chun	2,211,832	September 2018	In progress	Not applicable	Not applicable. The research project has yet to complete.	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Note: As a general practice and to ensure timely and quality response to Members' questions, we only provide budget-related information for up to 5 years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1230)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the attendance of public examinations and the senior secondary education of non-Chinese speaking (NCS) students, please provide information between the 2012/13 to 2017/18 school years:

a. among the NCS students who have attended the Hong Kong Diploma of Secondary Education (HKDSE) Examination, the number of students who sat for HKDSE Chinese Language exam desegregated by their attendance of public, DSS or private schools;

b. the number of NCS students who have studied Secondary 6 but eventually did not enroll in the HKDSE or have enrolled in the HKDSE but were absent from the examination desegregated by their attendance of public, DSS or private schools.

c. the number of dropped out Secondary 4 and Secondary 5 NCS students desegregated by their attendance of public, DSS or private schools;

d. the number of students who are ethnic Chinese within the NCS group;

e. list out the programmes organized by either the Education Bureau or the non-governmental organizations (NGOs) targeting the dropped out students, including the funding source, no. of enrolled students, no. of attendance, and among the participants, how many are NCS students.

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 6)

Reply:

a. and b. In the past 5 years (i.e. from the 2013/14 to 2017/18 school years), there were 829, 930, 1 150, 1 186 and 1 317 non-Chinese speaking (NCS) students (i.e.

students whose spoken language at home is not Chinese) attending Secondary 6 in public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum (including 341, 347, 506, 541 and 582 students studying in public sector schools, and 488, 583, 644, 645 and 735 students studying in DSS schools offering the local curriculum) in the respective school years. Among these students, there were 731, 830, 1 046, 1 072 and 1 206 students (including 324, 333, 491, 520 and 572 students in public sector schools, and 407, 497, 555, 552 and 634 students in DSS schools offering the local curriculum) who entered for the Hong Kong Diploma of Secondary Education Examination (HKDSE) respectively. Out of these 731, 830, 1 046, 1 072 and 1 206 NCS students, 113, 97, 116, 106 and 103 students (including 73, 76, 85, 81 and 78 students in public sector schools, and 40, 21, 31, 25 and 25 students in DSS schools offering the local curriculum) entered for the HKDSE (Chinese Language) respectively, among which 2, 2, 1, 2, 1 student(s) (including 1, 1, 1, 2 and 1 student(s) in public sector schools, and 1, 1, 0, 0 and 0 student in DSS schools offering the local curriculum) were absent from the examination. We do not have the relevant information on the number of NCS students in private schools.

c. Under the existing mechanism, schools must report all students' non-attendance and departure cases to the Education Bureau (EDB). However, schools are not required to indicate whether the students involved are NCS students in their report to EDB. Besides, cases of students' departure involve different factors and some students would resume schooling later. Therefore, we cannot provide the information requested.

d. From the 2013/14 to 2017/18 school years, the number of Chinese NCS students studying in public sector secondary schools and DSS secondary schools offering the local curriculum is tabulated below:

School year	S1	S2	S3	S4	S5	S6	Total
2013/14	116	82	76	62	71	81	488
2014/15	106	127	83	97	71	64	548
2015/16	122	106	134	95	90	83	630
2016/17	150	112	107	143	99	94	705
2017/18	146	139	103	119	133	100	740

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include Chinese NCS students studying in public sector secondary schools and DSS secondary schools offering the local curriculum. Figures do not include students in special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

e. EDB is committed to providing various kinds of services for needy students (including NCS students). Towards this end, we have all along been supporting school administrators, teachers, student guidance personnel or school social

workers to provide appropriate guidance services for non-attendance students and those having departed from schools, with a view to understanding their needs and difficulties, helping them resume schooling, or referring them to attend training programmes or courses which cater for their needs, e.g. short-term adjustment programmes organised by schools, training programmes provided by the Vocational Training Council for non-engaged youths, or short-term courses provided by non-governmental organisations (NGOs). At present, various NGOs provide different types of short-term courses for teenagers. These courses aim at enhancing students' motivation to attend school, helping them develop positive goals in life and prepare well for employment, supporting hidden youths, treating internet addiction, etc. The above training programmes or courses are not organised by EDB. Hence, we have not collected the relevant data and cannot provide information on the funding and number of student participants.

In addition, to enhance NCS school leavers' employability, the Standing Committee on Language Education and Research has, since April 2016, introduced the "Vocational Chinese Language Programme for NCS School Leavers", under which educational/training organisations are commissioned to offer vocational Chinese language courses pegged at Level 1 or 2 of the Qualifications Framework with the funding support of the Language Fund. Up to 85% of the tuition fee can be reimbursed to participants who fulfill the relevant requirements for attendance or assessment upon completion of the courses. The number of participants admitted to/enrolled in the relevant programmes is as follows:

School year	No. of participants admitted/enrolled
2016/17	223
2017/18	140

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1231)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

1. Using the table below, the number of all Form 6 students, the number of Form 6 non-Chinese speaking (NCS) students, the number of all Form 6 students sitting for HKDSE, the number of Form 6 NCS students sitting for HKDSE, the number of all Form 6 students sitting for HKDSE Chinese Exam, and the number of Form 6 NCS students sitting for HKDSE Chinese Exam for the year 2014/15, 2015/16, 2016/17 and 2017/18:

	No. of all F6 students	No. of F6 NCS students	No. of all F6 students sitting for DSE	No. of F6 NCS students sitting for DSE	No. of all F6 students sitting for DSE Chinese Exam	No. of F6 NCS students sitting for DSE Chinese Exam
2014/15						
2015/16						
2016/17						
2017/18						

2. The number of day students earning these grades (U, 1, 2, 3, 4, 5, 5*, 5**) among Form 6 students sitting for DSE Chinese Exam. The government must provide data desegregated by grade level whether it is data above level 3 or below level 3 so as to show the true picture of NCS students' Chinese attainment at DSE level. Data must be provided separately for NCS and ethnic minority students, because some NCS students are not ethnic minorities and vice versa. Providing both numbers will show a clearer picture.

	Number of all students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2014/15								
2015/16								
2016/17								
2017/18								

	Number of ethnic minority students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2014/15								
2015/16								
2016/17								
2017/18								

	Number of NCS students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2014/15								
2015/16								
2016/17								
2017/18								

3. Number of day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2014/15, 2015/16, 2016/17 and 2017/18;

4. Number of NCS day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2014/15, 2015/16, 2016/17 and 2017/18;

5. Number of ethnic minority day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2014/15, 2015/16, 2016/17 and 2017/18;

6. Number of NCS day school candidates obtained level 2 or above in five subjects in 2014/15, 2015/16, 2016/17 and 2017/18;

7. Number of ethnic minority EM day school candidates obtained level 2 or above in five subjects in 2014/15, 2015/16, 2016/17 and 2017/18.

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 7)

Reply:

(1) The number of day school students and non-Chinese speaking (NCS) students attending Secondary 6 (S6) and sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) and the HKDSE (Chinese Language) from the 2014/15 to 2017/18 school years is as follows:

	Number of S6 students [Note]	Number of S6 NCS students [Note]	Number of S6 day school students sitting for the HKDSE	Number of S6 NCS students sitting for the HKDSE [Note]	Number of S6 day school students sitting for the HKDSE (Chinese Language)	Number of S6 NCS students sitting for the HKDSE (Chinese Language) [Note]
2014/15	61 639	930	60 969	821	60 114	95
2015/16	56 725	1 150	55 934	1 035	54 903	115
2016/17	51 844	1 186	51 008	1 062	49 868	104
2017/18	51 535	1 317	50 447	1 189	49 181	102

Note: Figures only include public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum.

(2), (4) to (7) The number of day school students sitting for the HKDSE (Chinese Language) and their levels attained from the 2014/15 to 2017/18 school years are tabulated below:

	Number of day school students attaining the following levels in the HKDSE (Chinese Language)							
	Unclassified	1	2	3	4	5	5*	5**
2014/15	1 638	9 226	17 588	16 306	10 797	2 748	1 339	472
2015/16	1 281	6 844	16 382	14 964	10 301	3 039	1 578	514
2016/17	1 180	5 739	15 028	13 939	9 375	2 822	1 318	467
2017/18	1 355	5 455	14 201	13 132	10 039	3 038	1 451	510

In the 2014/15, 2015/16, 2016/17 and 2017/18 school years, among the NCS students attending S6 in public sector schools and DSS schools offering the local curriculum and sitting for the HKDSE, 220, 320, 350 and 385 met the general entrance requirements of undergraduate programmes in the respective years. Among the NCS students sitting for the HKDSE (Chinese Language), 21, 32, 28 and 14 attained Level 3 or above, meeting the general entrance requirement of undergraduate programmes in respect of the Chinese Language subject. It is our established practice that the breakdown of the levels attained by individual groups of students will not be released to avoid any labelling effect and piece-meal interpretation or misinterpretation of the results.

(3) The number of day school candidates attaining Level 2 or above in 5 subjects (including Chinese Language and English Language) of the HKDSE from the 2014/15 to 2017/18 school years is tabulated below:

	Number of day school candidates	
	Attaining Level 2 or above in 5 Category A subjects/Attaining the result of "Attained" or above in Category B subjects (including Chinese Language and English Language)	Attaining Level 2 or above in 5 Category A subjects (including Chinese Language and English Language)
2014/15	41 544	41 317
2015/16	39 019	38 790
2016/17	34 673	34 496
2017/18	35 190	34 993

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1235)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has provided financially needy students with a one-off subsidy for participating in life-wide learning activities last year and this year. Please provide a breakdown of the number of subsidy recipients in the two-year period by the number of times a recipient was granted the subsidy.

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 11)

Reply:

In 2018-19, the Government has set up the Student Activities Support Fund with an endowment of $2.5 billion. Starting from the 2019/20 school year, public sector schools and schools under the Direct Subsidy Scheme will be provided with the Student Activities Support Grant, so that after the Hong Kong Jockey Club Life-wide Learning Fund ends, there will be continued support for primary and secondary students with financial needs to participate in out-of-classroom learning activities organised or recognised by their schools. The Hong Kong Jockey Club Life-wide Learning Fund will end at the close of the 2018/19 school year, and disbursement of the Grant will start from the 2019/20 school year. Since the Grant has not yet been disbursed, the number of subsidy recipients is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1244)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Curriculum Development Institute (CDI) of the Education Bureau,

1. what is the CDI's expenditure on the compilation of official teaching resources and its percentage share against the total expenditure of the CDI in the school years from 2011/12 to 2018/19?

2. did the CDI appoint external personnel to compile official teaching resources in the school years from 2011/12 to 2018/19? If yes, what are the details of the recruitment exercise, selection criteria and staff-related expenditure; and

3. did the CDI provide subsidy for external parties to compile teaching resources in the school years from 2011/12 to 2018/19? If yes, please provide the names of the organisations in receipt of subsidy in tabular form, the names of the relevant teaching resources and the criteria for selecting the organisations for the compilation task.

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 39)

Reply:

1-3. The Curriculum Development Institute (CDI) of the Education Bureau develops diversified learning and teaching materials, including resource packages, online references and teaching compact discs, etc, for teachers. The compilation of learning and teaching materials is mainly taken up by the professional staff of the CDI. As the expenditure involved (including staff cost) is subsumed under the overall expenditure of the CDI, we are unable to provide a breakdown of the expenditure on teaching resources. Besides, the CDI did not provide any subsidy for external parties to compile teaching resources from the 2011/12 to 2018/19 school years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1245)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the one-off grant for the promotion of Chinese history and culture (Item 917), please advise of the following:

1. What are the purpose and coverage of the item?
2. Which are the schools subsidised by the grant and what is the amount of grant disbursed since 2017?
3. Does the grant cover expenses not met by school subsidy?
4. Is the grant applicable to study on curriculum and compilation of teaching materials? If yes, what are the contents of and directions for such curriculum and teaching materials?
5. What is the breakdown of the expenses covered by the grant since 2017? Is it possible to provide all instances of using the grant to subsidise publication of teaching materials and provide funding for support measures?
6. What is the estimated breakdown of future expenses to be covered by the grant?

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 40)

Reply:

To promote Chinese history and culture, the Education Bureau (EDB) disbursed a one-off grant of $100,000 and $150,000 to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools) in 2017 (totalling about $125 million). The grant is used exclusively to help teachers enhance the teaching of General Studies in primary schools as well as Chinese Language, Chinese History and Chinese Literature in primary and secondary schools, so as to enable students to admire and inherit the spirit of excellence and the civilisation of the Chinese people. In accordance with school context and development needs, schools may flexibly deploy the one-off grant to support teachers to improve their teaching, and develop learning activities that are related to Chinese history and culture education. Measures may include producing high quality

electronic or other relevant school-based teaching resources; encouraging research work; and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland.

In line with the principle of school-based management, schools may make their own arrangements in accordance with their context and the needs of their students when deciding the expenditure items to be covered by the one-off grant. Schools are required to report details on the use of the grant (including the budget and expenses) to their Incorporated Management Committee/School Management Committee for endorsement. Schools are also required to comply with EDB's guidelines on financial management, and set out the details in the audited accounts to be submitted to the EDB annually. The EDB does not make it compulsory for schools to separately submit an expenditure report together with relevant statistics on the grant. Through various channels, such as teachers' professional training, focus group meetings and curriculum development visits, the EDB learns that the grant is mainly used for organising Mainland study trips/exchange tours for students, school-based and joint-school learning activities (e.g. Chinese history drama appreciation and Chinese History week), and procuring teaching materials and e-resources (e.g. films).

The one-off grant was disbursed to all aided primary and secondary schools (including special schools), caput secondary schools, and DSS primary and secondary schools in August 2017. Schools may use the grant up to the end of the 2019/20 school year, and then the EDB will claw back any unspent balance. As for government schools, the funding mode is different. These schools receive the grant in the form of budget allocation, i.e. the amount of grant to be used by government schools per year is estimated for budgetary purposes. Throughout the funding period of the grant, the unspent balance of a particular year can be carried forward to the following financial year. As at 31 March 2018, the cumulative total expenditure of the grant is $116,449,000. Its estimated expenditure for 2018-19 is $3,227,000, and the details are as follows:

Item	Estimated expenditure ($)
Estimated expenditure for government primary schools	1,565,000
Estimated expenditure for government secondary schools	1,462,000
Aided primary schools expected to start operation in the 2018/19 school year	200,000
Total amount	3,227,000

After deducting the amount already disbursed to schools and the estimated expenditure for 2018-19, we estimate that the balance of the one-off grant for the promotion of Chinese history and culture at the end of 2018-19 is around $5,324,000, which will be reserved for new schools that start operation in the 2019/20 school year and for the use of government schools with unspent balance up to the end of the 2019/20 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3124)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau will continue to oversee and improve the implementation of the Basic Competency Assessment (BCA). Would the Administration advise this Committee of the following:

(1) What are the staff establishment, estimated annual expenditure on emoluments and operational expenses involved in overseeing and improving the implementation of BCA under this Programme in 2019-20?

(2) The Administration once stated that the contract sum for the Territory-wide System Assessment (TSA) 2015-18 amounted to $296 million. Has the contract come to an end? Has the Administration signed a new contract with the Hong Kong Examinations and Assessment Authority for TSA? If yes, what are the contract period and contract sum? What are the operational expenses for BCA in 2019-2020?

(3) It is learnt that the Deputy Secretary for Education (5) is responsible for reviewing the TSA. What is the annual expenditure on emoluments for this post in 2019-20?

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 2)

Reply:

(1)
The manpower and relevant staff costs in relation to the Basic Competency Assessment (BCA) project have been subsumed under the overall expenditure of the Education Bureau (EDB).

(2)
The contract signed between the EDB and the Hong Kong Examinations and Assessment Authority (HKEAA) for providing BCA-related services ended in 2018. To continue with the implementation of relevant policies and measures, the EDB has signed a new contract with the HKEAA covering the period up to end of 2023 and involving a sum of around $427 million. The relevant budgeted expenditure for the 2019/20 school year is around $85 million.

(3)
The annual salary for Deputy Secretary for Education (5) (DS(Ed)5) is $2.53 million.[Notes 1 and 2]

Note 1: Salaries for civil service posts are calculated on the basis of Notional Annual Mid-point Salary (NAMS).

Note 2: The review of the Territory-wide System Assessment only accounts for a very small part of DS(Ed)5's work portfolio.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3167)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Administration advise this Committee of the following:

(1) the estimated full-year salary provision for the post of Chief Curriculum Development Officer (Chinese Language) in the Chinese Language Education Section, Curriculum Development Institute, Curriculum and Quality Assurance Branch of the Education Bureau (EDB) in 2019-20.

(2) the estimated full-year salary provision for the post of Senior Curriculum Development Officer (Chinese Language)1 in the Chinese Language Education Section, Curriculum Development Institute, Curriculum and Quality Assurance Branch of the EDB in 2019-20.

(3) the recurrent expenditure on the promotion of Putonghua in primary and secondary schools in 2018-19 and the estimated recurrent expenditure on the promotion of Putonghua in primary and secondary schools in 2019-20.

(4) the figures below in the form of a table:

School year	Collaborative Research and Development ("Seed") Projects on Chinese Language Education	No. of participating schools	Expenditure involved
2018/19	Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise Putonghua both Inside and Outside the Classroom		
2017/18	Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise Putonghua both Inside and Outside the Classroom		
2016/17	Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise		

	Putonghua both Inside and Outside the Classroom		
2015/16	Enhancing the teaching of Putonghua for promoting the use of Putonghua in context		

(5) whether "Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise Putonghua both Inside and Outside the Classroom" will be taken forward further in 2019-20 under the Collaborative Research and Development ("Seed") Project; if yes, the recurrent expenditure involved in 2019-20.

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 46)

Reply:

(1) & (2) In 2019-20, the estimated annual salary expenditure of the Chief Curriculum Development Officer (Chinese Language) (CCDO(C)) is $1.45 million, and the estimated annual salary expenditure of the Senior Curriculum Development Officer (Chinese Language)1 (SCDO(C)1) is $1.17 million.

Note: Notional Annual Mid-point Salary is used for calculating the salary of the CCDO(C) and SCDO (C)1 posts.

(3) Implementing support measures to promote Putonghua in primary and secondary schools is an integral part of the day-to-day curriculum development work. As the relevant expenditure is subsumed under the Education Bureau (EDB)'s recurrent expenditure, there is no separate breakdown for individual items.

(4) The number of schools participating in the Seed Project and the expenditure involved:

School year	Collaborative Research and Development ("Seed") Projects on Chinese Language Education	No. of participating schools	Expenditure involved
2018/19	Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise Putonghua both Inside and Outside the Classroom	1	As the relevant expenditure is subsumed under EDB's recurrent expenditure, there is no separate breakdown for individual items.
2017/18	Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise Putonghua both Inside and Outside the Classroom	2	
2016/17	Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise Putonghua both Inside and Outside the Classroom	1	
2015/16	Enhancing the teaching of Putonghua for promoting the use of Putonghua in context	1	

(5) In the 2019/20 school year, the Collaborative Research and Development ("Seed") Projects will proceed under the theme of "Putonghua Curriculum Planning: Organisation of Learning Content/Learning and Teaching/Assessment". As the relevant expenditure is subsumed under EDB's recurrent expenditure, there is no separate breakdown for individual items.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2275)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding students with special educational needs (SEN) in primary and secondary schools, please provide the following information:

I. the number of students with SEN studying in public sector mainstream primary and secondary schools, and the percentage these students represent in the total number of students in each of the past 3 years (please give a breakdown by SEN type); and

II. the number of teachers with qualifications/training in special education in public sector mainstream primary and secondary schools, and the percentage these teachers represent in the total number of teachers in each of the past 3 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 32)

Reply:

(I) The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and SEN type from the 2016/17 to 2018/19 school years is set out at Appendix. The percentage of these students in the total number of students studying in public sector mainstream primary and secondary schools is tabulated below:

School Year	**2016/17**	**2017/18**	**2018/19**
Primary	7.7%	7.8%	8.3%
Secondary	7.8%	8.6%	9.4%

(II) In the 2016/17 and 2017/18 school years, the number of public sector mainstream primary and secondary school teachers having received special education training, and their respective percentage in the total number of teachers serving in public sector mainstream primary and secondary schools are tabulated below. Figures for the 2018/19 school year are not yet available.

	2016/17		**2017/18**	
	Primary	**Secondary**	**Primary**	**Secondary**
Number of teachers having received special education training	8 544	6 233	8 960	6 667
Percentage in total number of teachers serving in public sector mainstream primary and secondary schools	43%	28%	42%	30%

Appendix

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and SEN type from the 2016/17 to 2018/19 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	Mental Illness
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520	-
	Secondary	11 260	910	2 800	5 090	190	80	350	350	-
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430	-
	Secondary	11 460	830	3 280	5 860	170	70	340	370	-
2018/19	Primary	10 370	760	5 690	5 110	110	40	360	2 510	60
	Secondary	11 430	830	3 840	6 780	150	60	310	360	310

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on the students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2276)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the enhanced School-based Educational Psychology Service,

I. please set out, by grade, the number of staff employed by the Education Bureau (EDB) for provision of the services, the median salary of such staff, and the total payroll cost; and

II. please set out, in the past 3 years, the number of educational psychologists employed by the EDB, the staff wastage, and the number of new recruits.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 33)

Reply:

I. and II.
Starting from the 2016/17 school year, all public sector mainstream primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). The Education Bureau (EDB) has also progressively enhanced the ratio of educational psychologist (EP) to school to 1:4 (i.e. Enhanced SBEPS) in public sector mainstream schools with comparatively large number of students with special educational needs. School-based EPs are employed by the EDB or school sponsoring bodies (SSBs). They may provide SBEPS or Enhanced SBEPS for different schools at the same time depending on the division of work by the organisation. Should vacancies arise in the school-based EP posts in SSBs, EPs in the EDB will shoulder up the provision of support for the schools concerned on a need basis. We now provide the information regarding EPs in the past 3 years to facilitate a comprehensive understanding of the SBEPS situation. From the 2016/17 to 2018/19 school years, the respective number of EPs providing SBEPS is 138, 144 and 151, the respective number of new posts is 4, 6 and 7, and the wastage is 0%, 3.8% and 5.9% respectively. The current mid-point salary of an EP post is $85,770. In the 2018/19 school year, the revised estimate for the provision of SBEPS is $173 million, in which $18 million is allocated for the Enhanced SBEPS.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2277)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regard the kindergarten education scheme, please provide the following information by District Council district:

I. The number of half-day kindergartens subsidised under the scheme, the number of their students, the percentage share of their students among all kindergarten students in Hong Kong, as well as the median school fee in each of the past 3 years;

II. The number of whole-day kindergartens subsidised under the scheme, the number of their students, the percentage share of their students among all kindergarten students in Hong Kong, as well as the median school fee in each of the past 3 years; and

III. The number of long whole-day kindergartens subsidised under the scheme, the number of their students, the percentage share of their students among all kindergarten students in Hong Kong, as well as the median school fee in each of the past 3 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 34)

Reply:

As the kindergarten (KG) education scheme (Scheme) has been implemented since the 2017/18 school year, only information on the 2017/18 and 2018/19 school years (i.e. the past 2 years) can be provided. In these 2 years, the number of KGs joining the Scheme, the number of eligible students, the percentage share of these students among all KG students and the median school fee by District Council district and by curriculum type are tabulated in the appendix. As regards the median school fee, given that only a very small number of half-day KGs under the Scheme collect school fees, with merely 1 KG collects school fees in individual districts, it is more appropriate to provide the information about the median school fee on a territory-wide basis (instead of district basis). For half-day KGs under the Scheme that collect school fees, the median school fee for the whole school year is $2,900 and $3,400 in the 2017/18 and 2018/19 school years respectively.

Appendix

Number of KGs joining the Scheme, number of eligible students, their percentage share in the total number of students, and the median school fee by District Council district and by curriculum type in the 2017/18 and 2018/19 school years

2017/18 School Year

District	Half-day class			Whole-day class (except former aided child care centres)				Long whole-day class			
	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Median annual school fee ($)	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Median annual school fee ($)
Central & Western	15	3 217	73.5%	7	377	8.6%	10,500	9	782	17.9%	9,000
Wan Chai	7	1 857	69.3%	4	316	11.8%	14,000	6	506	18.9%	13,100
Eastern	41	4 819	62.7%	30	1 637	21.3%	8,700	17	1 232	16.0%	13,600
Southern	11	1 368	52.9%	8	488	18.9%	8,200	8	728	28.2%	12,000
Sham Shui Po	28	5 711	66.7%	21	1 414	16.5%	8,400	13	1 440	16.8%	11,400
Yau Tsim Mong	13	2 781	60.7%	4	384	8.4%	2,700	14	1 417	30.9%	12,000
Kowloon City	31	7 065	72.8%	15	1 133	11.7%	14,100	15	1 506	15.5%	12,100
Wong Tai Sin	27	3 411	50.6%	23	1 728	25.6%	5,000	17	1 599	23.7%	11,400
Kwun Tong	45	7 180	60.8%	31	2 268	19.2%	9,000	24	2 359	20.0%	12,100
Tsuen Wan	24	4 456	70.8%	10	715	11.4%	9,400	10	1 119	17.8%	13,200
Tuen Mun	41	7 390	64.7%	34	2 461	21.6%	7,200	19	1 568	13.7%	11,100
Yuen Long	52	11 183	72.8%	34	2 338	15.2%	5,000	18	1 844	12.0%	9,400

District	Half-day class			Whole-day class (except former aided child care centres)				Long whole-day class			
	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Median annual school fee ($)	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Median annual school fee ($)
North	33	7 663	76.3%	26	1 432	14.3%	5,900	10	949	9.4%	9,800
Tai Po	15	3 322	64.2%	13	956	18.5%	7,000	9	899	17.4%	12,300
Sha Tin	38	8 107	68.7%	27	1 751	14.8%	6,200	20	1 948	16.5%	9,000
Sai Kung	29	4 153	60.0%	24	1 683	24.3%	9,900	13	1 081	15.6%	11,700
Islands	19	1 472	55.7%	14	823	31.1%	8,700	5	349	13.2%	5,700
Kwai Tsing	41	5 889	61.6%	29	1 919	20.1%	5,600	19	1 748	18.3%	9,300

2018/19 School Year

District	Half-day class			Whole-day class (except former aided child care centres)				Long whole-day class			
	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Median annual school fee ($)	Number of KGs joining the Scheme	Number of eligible students	Percentage share in the number of eligible students in the district	Median annual school fee ($)
Central & Western	15	3 162	73.6%	7	384	8.9%	10,500	9	752	17.5%	10,800
Wan Chai	7	1 821	68.8%	4	311	11.8%	14,000	6	514	19.4%	14,000
Eastern	42	4 303	60.3%	31	1 719	24.1%	9,100	17	1 109	15.6%	13,800
Southern	12	1 213	49.3%	10	531	21.6%	9,700	8	715	29.1%	16,700
Sham Shui Po	28	5 500	65.8%	21	1 393	16.7%	8,400	13	1 461	17.5%	12,400
Yau Tsim Mong	13	2 640	59.6%	4	385	8.7%	2,700	14	1 405	31.7%	13,800
Kowloon City	30	6 954	72.8%	16	1 122	11.7%	10,300	15	1 475	15.4%	11,400
Wong Tai Sin	27	3 086	48.2%	23	1 742	27.2%	6,600	17	1 577	24.6%	13,300
Kwun Tong	46	6 945	58.9%	34	2 513	21.3%	10,800	24	2 329	19.8%	11,100
Tsuen Wan	23	4 253	69.5%	11	750	12.2%	9,700	10	1 120	18.3%	15,800
Tuen Mun	41	6 847	63.1%	34	2 494	23.0%	8,200	19	1 506	13.9%	11,100
Yuen Long	52	10 258	70.3%	34	2 512	17.2%	5,100	18	1 817	12.5%	9,700
North	33	5 996	69.4%	27	1 732	20.1%	6,500	10	907	10.5%	11,400
Tai Po	15	3 168	62.7%	13	990	19.6%	5,600	9	897	17.7%	15,600
Sha Tin	39	7 446	66.6%	28	1 826	16.3%	7,600	20	1 912	17.1%	9,600
Sai Kung	29	3 899	59.1%	23	1 654	25.1%	10,000	13	1 049	15.9%	12,000
Islands	18	1 523	56.2%	14	817	30.1%	9,700	5	372	13.7%	6,000
Kwai Tsing	41	5 377	58.9%	30	2 032	22.3%	6,800	19	1 720	18.8%	9,200

Note:

(1) The number of eligible students shows the position as at September of the respective school years. Subsidies are disbursed according to the provisional figures reported by schools. Upon confirmation of the figures, adjustments will be made as necessary. Figures for the 2017/18 school year are revised figures, while those for the 2018/19 school year are provisional figures.

(2) Figures on school fee are rounded to the nearest 100.

(3) KGs operating both half-day and whole-day/long whole-day classes will be concurrently counted in the respective column under half-day class, whole-day class and long whole-day class.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2934)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Currently, a sponsoring body applying for extension of school in premises not designed and constructed for the purposes of a school has to seek clearance with various government departments, including the Planning Department, Lands Department, Fire Services Department and Buildings Department, and forward the approval documents to the Education Bureau (EDB), demonstrating that the proposed premises for school extension satisfies the requirements prescribed by the above-mentioned departments. The EDB will only then issue a certificate of provisional registration.

(a) Please provide information on applications for extension of school in premises not designed and constructed for the purposes of a school in the past 5 years using the table below.

Year	Number of applications received	Number of certificates of provisional registration issued	The shortest, average and longest time taken for the EDB to issue a certificate of provisional registration from the moment an application is received	Number of applications rejected
2014			Shortest: Average: Longest:	
2015			Shortest: Average: Longest:	

2016			Shortest: Average: Longest:	
2017			Shortest: Average: Longest:	
2018			Shortest: Average: Longest:	

(b) By what criteria does the School Registration and Compliance Section of the EDB approve applications for certificate of provisional registration?

(c) What are the top 3 reasons for rejecting applications for certificate of provisional registration in each of the past 5 years?

Year	Top 3 reasons for rejecting applications for certificate of provisional registration
2014	
2015	
2016	
2017	
2018	

(d) With regard to the extension of school in premises not designed and constructed for the purposes of a school, please provide the numbers of proactive inspections conducted, investigations initiated based on complaints received and warnings issued by the EDB in each of the past 5 years.

Year	Proactive inspection	Investigation initiated based on complaint	Warning issued
2014			
2015			
2016			
2017			
2018			

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 24)

Reply:

(a), (b) & (c)

A registered or provisionally registered school seeking extension of school in premises not designed and constructed for the purposes of a school should apply to the Permanent Secretary for Education in accordance with section 20(1) of the Education Ordinance (EO). It is necessary for the school to obtain confirmation from the Lands Department that the premises satisfy the requirements of land lease/lease conditions and from the Town Planning Board that its planning permission is not required/its permission has already been given (whichever applicable). In addition, as provided in Section 12(1) of the EO, certificates/notice in writing have to be obtained from the Fire Services Department and the Buildings Department/competent authority to indicate that the premises are safe and suitable for the purposes of a school. The school should submit to the Education Bureau (EDB) the supporting documents issued by the aforementioned departments, together with documentary proof of the right to use the premises. Upon receipt and verification of all the necessary information and documents, the EDB will consider the school's application for extension of premises. The processing time varies from case to case, depending on the circumstances of each application and the school's progress in meeting various requirements of relevant departments. The EDB has not conducted any statistical survey in this regard.

In the past 5 years, there were cases where the application process was incomplete for various reasons, including the applicant failing to provide the necessary documents or withdrawing the application. The EDB has not refused any application for extension of school premises under the EO. Information pertaining to registered or provisionally registered schools applying for extension of school in premises not designed and constructed for the purposes of a school is set out below:

Year	Number of applications (Note 1)	Number of applications approved (Note 2)
2014	88	108
2015	110	92
2016	109	106
2017	62	71
2018	85	86

Note 1: Figures calculated based on the date of receipt of application.

Note 2: Figures calculated based on the date of approval, including applications not received in the same year.

(d)

Once sufficient information has been gathered regarding suspected cases of operating unregistered schools/registered or provisionally registered schools not operating in their registered premises, the EDB will follow up the cases in accordance with the EO and established procedures. Relevant figures for the past 5 years are set out below:

Year	Number of Inspections (Note)	Number of Cases with Warning Issued (Note)
2014	691	42
2015	586	53
2016	451	58
2017	573	57
2018	493	45

Note: The EDB does not have a breakdown of the numbers of inspections and cases with warning issued by the categories specified in the question.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2957)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With regard to the provision for salaries, allowances, job-related allowances and related expenses of Education Bureau in 2019-20, please provide the following information:

(1) Please tabulate the (i) salaries, (ii) allowances, (iii) job-related allowances, (iv) Mandatory Provident Fund (MPF) contribution and (v) Civil Service Provident Fund (CSPF) contribution for the (a) Secretary for Education, (b) Under Secretary for Education and (c) Political Assistant to the Secretary for Education in this financial year.

	(i) Salaries	(ii) Allowances	(iii) Job-related allowances	(iv) MPF contribution	(v) CSPF contribution
(a) Secretary for Education					
(b) Under Secretary for Education					
(c) Political Assistant to the Secretary for Education					

(2) Please tabulate the estimated expenditures on (i) personal medical and dental benefits, (ii) spousal medical and dental benefits, (iii) personal leave passage allowances, (iv) spousal leave passage allowances and (v) transport and chauffeur services for the (a) Secretary for Education, (b) Under Secretary for Education and (c) Political Assistant to the Secretary for Education in this financial year.

	(i) Personal medical and dental benefits	(ii) Spousal medical and dental benefits	(iii) Personal leave passage allowances	(iv) Spousal leave passage allowances	(v) Transport and chauffeur services
(a) Secretary for Education					
(b) Under Secretary for Education					
(c) Political Assistant to the Secretary for Education					

(3) Please tabulate the estimated expenditures on (i) official entertainment, (ii) duty visits and (iii) security arrangements for the (a) Secretary for Education, (b) Under Secretary for Education and (c) Political Assistant to the Secretary for Education in this financial year.

	(i) Official entertainment	(ii) Duty visits	(iii) Security arrangements
(a) Secretary for Education			
(b) Under Secretary for Education			
(c) Political Assistant to the Secretary for Education			

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 47)

Reply:

In 2019-20, the estimates for the salary expenditure for the Secretary for Education (SED), Under Secretary for Education (US(Ed)) and Political Assistant (PA) to SED are around $4.08 million, $2.65 million and $1.43 million respectively. The estimates for Mandatory Provident Fund contribution for each of the above-mentioned posts are $18,000.

SED, US(Ed), PA to SED and their families are entitled to the medical and dental benefits available to civil servants and their families. SED is provided with the free use at his discretion of a car and driver in Hong Kong. The use of government cars by US(Ed) and PA to SED shall be governed by the rules and regulations applicable to civil servants at comparable ranks.

In 2019-20, the provisions in the estimates for official entertainment and duty visits outside Hong Kong for SED's Office are $177,000 and around $140,000 respectively. There is no provision in the estimates for leave passage allowances, regularly-paid allowances, job-related allowances, Civil Service Provident Fund contribution and security arrangements for SED, US(Ed) and PA to SED.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0552)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Education Bureau's work on primary education, there is an increase of 66 posts in the current year. Please provide the number of posts increased with a breakdown by policy, such as allocation of Primary One school places and Basic Competency Assessments.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 29)

Reply:

The increase of 66 posts under Programme (3) in 2019-20 is the net result of the planned creation of 595 posts and planned deletion of 529 posts. The breakdown of the above posts by rank is as follows –

Rank	**Posts to be created**
Primary School Master/Mistress	115
Assistant Primary School Master/Mistress	470
Clerical Assistant	2
Workman II	8
Sub-total (A):	**595**

Rank	**Posts to be deleted**
Assistant Primary School Master/Mistress	-34
Assistant Master/Mistress	-81
Certificated Master/Mistress	-414
Sub-total (B):	**-529**
Net total [(A)+(B)]:	**66**

The 66 net additional posts are mainly for implementing the all-graduate teaching force policy in public sector primary schools, strengthening support measures for integrated education and replacing non-civil service contract positions in government primary schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0553)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Education Bureau's work on secondary education, there is an increase of 55 posts in the current year. Please provide the number of posts increased with a breakdown by policy, such as allocation of Secondary One school places and Liberal Studies.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 30)

Reply:

The increase of 55 posts under Programme (4) in 2019-20 is the net result of the planned creation of 296 posts and planned deletion of 241 posts. The breakdown of the above posts by rank is as follows –

Rank	**Posts to be created**
Education Officer	125
Assistant Education Officer	142
Workman II	29
Sub-total (A):	**296**

Rank	**Posts to be deleted**
Assistant Education Officer	-37
Senior Assistant Master/Mistress	-33
Assistant Master/Mistress	-55
Certificated Master/Mistress	-116
Sub-total (B):	**-241**

Net Total [(A)+(B)]: 55

The 55 net additional posts are mainly for implementing the all-graduate teaching force policy in public sector secondary schools, strengthening support measures for integrated education and replacing non-civil service contract positions in government secondary schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0554)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Education Bureau's work on policy and support, there is an increase of 52 posts in the current year. Please provide the number of posts increased with a breakdown by policy, such as e-textbooks and construction of new school premises.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 31)

Reply:

The increase of 52 posts under Programme (8) in 2019-20 is the net result of the planned creation of 79 posts and planned deletion of 27 posts. The breakdown of the above posts by rank is as follows –

Rank	**Posts to be created**
Assistant Director of Education	3
Principal Education Officer	3
Senior Education Officer (Administration)	2
Education Officer (Administration)	3
Assistant Education Officer (Administration)	7
Principal Inspector	1
Senior Inspector	1
Inspector (Graduate)	4
Assistant Inspector (Graduate)	8
Senior Architect	1
Architect	1
Senior Maintenance Surveyor	1
Maintenance Surveyor	3
Structural Engineer	1
Building Services Engineer	1

Quantity Surveyor	1
Building Services Inspector	5
Clerk of Works	7
Assistant Clerk of Works	2
Senior Survey Officer	1
Senior Technical Officer	1
Chief Executive Officer	2
Senior Executive Officer	3
Executive Officer I	2
Executive Officer II	3
Accounting Officer II	1
Personal Secretary I	3
Personal Secretary II	3
Clerical Officer	2
Assistant Clerical Officer	3
Sub-total (A):	**79**

Rank	**Posts to be deleted**
Assistant Director of Education	-1
Senior Education Officer (Administration)	-1
Education Officer (Administration)	-2
Assistant Education Officer (Administration)	-3
Inspector (Graduate)	-2
Assistant Inspector (Graduate)	-3
Senior Architect	-1
Architect	-1
Structural Engineer	-1
Building Services Engineer	-1
Quantity Surveyor	-1
Building Services Inspector	-1
Clerk of Works	-1
Senior Survey Officer	-1
Senior Technical Officer	-1
Senior Maintenance Surveyor	-1
Maintenance Surveyor	-1
Senior Executive Officer	-1
Executive Officer II	-1
Personal Secretary I	-1
Assistant Clerical Officer	-1
Sub-total (B):	**-27**

Net Total [(A)+(B)]:	**52**

The 52 net additional posts are mainly for strengthening the professional and administrative support to various services; and for replacing long-term non-civil service contract positions.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0555)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

This year, the Education Bureau will consider how to support kindergartens joining the kindergarten education scheme to promote reading in the long run in the light of the experience of implementing the "Pilot Scheme on the Promotion of Reading Grant for Kindergartens" in the 2018/19 school year. How will it regulate schools' book choice to ensure that book content is not exceedingly difficult?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 32)

Reply:

The Education Bureau (EDB) attaches great importance to developing young children's reading interest and habit since early years. Different modes are adopted to encourage schools to create a reading atmosphere, and synergise the efforts from all stakeholders (including schools, parents, organisations that promote reading and community partners) in fostering a reading culture.

Since young children have different pace of development and character, teachers should exercise professional judgment in procuring books that match young children's physical and mental development, abilities, interests and life experiences, so that children can pick the books they like and develop a reading habit. To support schools in promoting reading, the EDB will continuously organise professional development programmes for teachers to enhance their knowledge and skills in different areas, including the selection of quality children's books that dovetail with the readers' age and cognitive abilities. In addition, the EDB will disseminate information on reading and recommend booklists for theme-based reading on its Reading Information Website.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0556)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The provision for 2019-20 is $217.3 million (3.6%) higher than the revised estimate for 2018-19. This is mainly due to increased provision for various existing grants to kindergartens in 2019-20. The grants are increased for the purposes of enhancing the quality of kindergarten education, creating more room for teachers' professional activities under the improved teacher-pupil ratio; providing a salary range and career ladder for kindergarten teachers; enhancing the quality assurance framework; strengthening governance and monitoring; bolstering teachers' professionalism; raising the capacity to cater better for student diversity; improving accommodation and facilities, etc. In this connection, will the Bureau reduce the performance indicators for kindergartens so as to alleviate the pressure arising from teaching and administrative work?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 33)

Reply:

The kindergarten (KG) education scheme was launched in the 2017/18 school year and all participating KGs are subject to the Quality Assurance (QA) Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the Education Bureau. Both SSE and QR are conducted on the basis of performance indicators (PIs). We have completed the refinement of PIs in 2017 for further strengthening the QA Framework.

Same as the original version of PIs, the refined PIs comprise 4 domains, namely Management and Organisation, Learning and Teaching, School Culture and Support for Children, and Child Development. Each domain is categorised into tiers of Area, Performance Indicator, Aspect and Evidence of Performance. In light of the past experiences of KGs and the views of stakeholders, we have reorganised and streamlined the framework of PIs to make the tiers and items more precise and user-friendly. Specifically, the number of Performance Indicators in the 4 domains has been reduced from 32 to 21, and

the number of Aspects from 71 to 41. Reorganising and streamlining the Performance Indicators provide clearer specifications to facilitate KGs' easy application in conducting holistic and more focused SSE.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0557)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Life-wide Learning Grant involves an annual provision of $900 million. How will the Education Bureau monitor the use of the Grant? What performance indicators will it draw up to assess the effectiveness?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 34)

Reply:

The Life-wide Learning Grant supports schools to take forward, on the present foundation, life-wide learning with enhanced efforts. We are now collecting views from the school sector for formulating the guidelines on the use of the Grant. Following the prevailing practice, incorporated management committees (IMCs)/school management committees (SMCs) should ensure proper use of grants by schools to facilitate students' learning. When using the Grant, schools are required to comply with the guidelines drawn up by the Education Bureau (EDB), prepare plans on the use of the Grant for reporting to IMCs/SMCs, and set out the income and expenditure in their annual audited accounts to be submitted to the EDB. We trust that the Grant could support schools in organising more out-of-classroom experiential learning activities in various curriculum areas such as the humanities, STEM education, physical and aesthetic development, moral and civic education, and providing students with more lively and enriched learning experiences as well as opportunities to apply what they have learnt. This will not only enhance students' interest in learning, but also broaden their horizons, help them develop positive values and attitudes, and foster their whole-person development. EDB officers will collect schools' feedback on the Grant through different means such as school visits and day-to-day contacts to understand the use of the Grant by schools, evaluate its effectiveness, and make recommendations as necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0558)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Bureau will provide additional resources for public sector and Direct Subsidy Scheme schools to strengthen administrative support for schools and their school management committees with a view to enhancing school-based management and at the same time reducing the administrative work of teachers and school heads. Recent years have seen local schools thrown into disarray with scandals of falsified student enrolment and messy school accounts. How will the Bureau step up the monitoring of school management besides offering support?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 35)

Reply:

Under the school-based management policy, apart from promoting school development and accountability through self-evaluation, schools are required to ensure that their operations are in compliance with the requirements under the Education Ordinance, the Education Regulations and other relevant legislations and regulations. All along, the Education Bureau (EDB) has been playing the role of a regulator, monitoring the operations of schools at different levels by scrutinising their audited accounts every year and conducting regular audit inspections, external school reviews and focus inspections, etc. in accordance with the Education Ordinance, the Education Regulations, other legislations and the relevant Code of Aid. On the other hand, the EDB handles the complaints lodged by school staff or in relation to the Education Ordinance, the Education Regulations, education policies or services rendered directly by the EDB, and replies to the complainants. The EDB will take appropriate intervention measures against non-compliant schools, including issuance of verbal or written advice and warning. If the schools concerned fail to comply with EDB's request for improvement, there are provisions in the Education Ordinance that confer EDB to follow up, for example, appointment of school managers to the School Management Committee/Incorporated Management Committee to exercise its responsibilities,

cancellation of the registration of school managers and withdrawal of approval for appointment of principals, etc.

The EDB will continue to enhance the training of school managers to deepen their understanding of the spirit and principles of school-based management, with a view to facilitating stakeholders' participation in decision-making and fulfilment of their respective roles for effective participatory governance of schools. Meanwhile, the EDB will formulate policies and guidelines when appropriate to remind schools that, under the school-based management framework, they have to refine their system of checks and balances to prevent anyone, including the principal, from having a monopoly of power and safeguard the quality of education. Schools are not given free rein under the principles of school-based management.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0559)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Apart from issuing guidelines and questionnaires, will the Education Bureau implement new measures to alleviate the pressure of homework this year?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 36)

Reply:

Homework helps students review what has been learnt and acquire new knowledge. The education sector generally agrees that homework has positive educational functions in the learning and teaching process and should not simply be equated with study pressure. The sector also considers that a suitable school-based homework policy, which can cater for the diverse abilities and characteristics of students, has a positive impact on student learning. The Education Bureau has all along emphasised that the quality rather than quantity of homework that matters and encouraged schools to design homework that stimulates students' thinking and helps them consolidate and apply what they have learnt. Homework in the form of mechanical drilling should be avoided. We will continue to maintain communication with primary and secondary school councils, regional school heads associations and major school sponsoring bodies to remind them to give due attention to the quality and quantity of homework, and further promote interesting and meaningful homework. We will also strengthen school-based professional support and continue to organise related professional development programmes for newly-appointed principals, deputy principals, curriculum leaders, middle managers, panel chairs and teachers. To enhance teachers' professional capacity, we will reiterate and elaborate on the principles and policy of setting meaningful homework in these professional development programmes. Good practices will also be disseminated for schools' reference. We gain an understanding of schools' implementation of their school-based homework policy through inspections, school visits, daily contacts, etc. and make recommendations on improving the quality of homework depending on the circumstances. On parents' level, we will enhance parent

education. For example, the updated information on the parent education website "Smart Parent Net" enables parents with children from kindergarten to primary and secondary school levels to easily access useful information (including articles and video clips) for supporting the physical and mental development of students, as well as helping their children with their studies. Parents are encouraged to adopt positive education approaches, help their children learn effectively and establish a good parent-child relationship, so that their children will grow up healthily and happily.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0560)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Basic Competency Assessments are still involving all primary schools in the territory. What is the estimated expenditure this year? Did the Bureau receive any relevant complaints from parents or students last year?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 37)

Reply:

The Territory-wide System Assessment (TSA) of this year will be conducted in the second quarter of 2019. Subject to actual arrangements at the time, the estimated expenditure is $85 million.

Separately, the Education Bureau only received two TSA-related complaints from parents in the 2017/18 school year, which were found unsubstantiated upon investigations.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0561)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the "one school social worker for each school" policy, how will the Education Bureau conduct a comprehensive review of the student guidance service in primary schools this year? Will the existing guidance personnel be converted into regular post? If no, what are the reasons?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 38)

Reply:

The Government has made continuous efforts to enhance the student guidance service in primary schools. To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service (CSGS) to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode, under which a regular Assistant Social Work Officer post is created, or an equivalent subsidy is received to employ a school-based registered graduate social worker or hire the service of a school-based registered graduate social worker from a social work service provider.

Under the new funding mode, all schools will be provided with additional resources for guidance service, and schools employing more than 1 guidance personnel under the CSGS can therefore continue to employ additional guidance personnel.

With the implementation of the policy of "one school social worker for each school" in the 2018/19 school year, the Education Bureau (EDB) will collect data and views by such means as questionnaire surveys and school visits for reviewing the mode of collaboration between student guidance and social work services, and communicate with the education sector to heed its views and suggestions and identify the best way to provide school social work and guidance services by exploring all feasible proposals. The review work is underway. At the current stage, the EDB does not have any plan to convert the guidance personnel into regular post.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0562)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

An increasing number of research studies reveal that using Putonghua to teach the Chinese Language subject will not improve learning effectiveness. At present, how many schools are using Putonghua to teach the Chinese Language subject? Would the Education Bureau release the relevant statistics so that the community could study the drawbacks or effectiveness of using Putonghua to teach the Chinese Language subject?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 39)

Reply:

Using Putonghua as the medium of instruction (MOI) for teaching the Chinese Language subject (PMIC) is a decision driven by school-based language policy. Schools can choose a suitable MOI for teaching the Chinese Language curriculum based on their professional considerations. Schools may decide whether or not to adopt PMIC at certain levels/in specific classes with regard to their own circumstances, such as readiness of teachers, standards of students, language environment of the school, curriculum planning, and availability of learning and teaching support. As the number of schools adopting PMIC varies every year, we have not kept track of such information. Since the effectiveness of PMIC is affected by many variables (including teachers' capability of using Putonghua, the language environment of schools and the social circles of students), it will be difficult for us to draw a simple conclusion as to whether PMIC can or cannot enhance the effectiveness of learning.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2311)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the increase in wastage rate of kindergarten teachers from 10.5% in 2017/18 to 11.9% in 2018/19 as mentioned under this Programme,

(1) Please tabulate the wastage rate by type of kindergarten teachers (including teachers with Certificate in Early Childhood Education or higher qualifications, other teacher training and no relevant training) and the overall wastage rate in the past 5 years.

(2) Did the Administration find out the reasons for a higher wastage rate of kindergarten teachers? If yes, what are the details?

(3) Does the Administration have a timetable for introducing a pay scale for kindergarten teachers? If no, what are the reasons? Are there any measures to reduce the wastage rate before bringing in a pay scale?

(4) It is estimated under this Programme that the wastage rate of kindergarten teachers in 2019/20 will be 11.8%. How is this figure arrived at?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 16)

Reply:

(1) The wastage rate of local kindergarten (KG) teachers with Certificate in Early Childhood Education (C(ECE)) or higher qualifications, other teacher training and no relevant training as well as the overall wastage rate# of local KG teachers in the school years from 2014/15 to 2018/19 (Note) are set out below:

School year	2014/15 (%)	2015/16 (%)	2016/17 (%)	2017/18 (%)	2018/19 (%)
Wastage rate of teachers with C(ECE) or higher qualifications	7.2	7.4	9.0	9.2	11.4
Wastage rate of teachers with other teacher training	18.4	13.7	18.0	26.0	22.9
Wastage rate of teachers with no relevant training	31.5	28.0	34.7	26.8	29.8
Overall teacher wastage rate	9.2	8.6	10.5	10.5	12.3

"Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers in local KGs as at mid-September of the preceding school year. "Drop-out teachers" refers to teachers who had served in a local KG as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned.

Note: Figures of the 2018/19 school year are provisional. Information provided under the Programme reflects the position in September 2018, whereas the analysis above is based on the information updated in February 2019.

(2) Every year, there are KG teachers who leave their teaching position for various reasons (including employment in another profession, retirement, marriage/ child-bearing/ child-raising, other family reasons, etc.).

(3) A proposed mandatory salary scale for KG teachers is similar to the practice currently adopted by aided schools. The funding mode for aided schools is tied with several inter-connected components, such as the Education Bureau's annual approval for the number of operating classes and the staff establishment, and is subject to the control measures implemented by the Government for the prudent and balanced planning of school places under the school place allocation systems. If the aided school funding mode is adopted in the KG sector, it may result in packing of classes and teacher redundancy in KGs in times of enrolment drop. Besides, KGs would become less flexible in operating half-day and whole-day classes to meet the needs of parents. On the other hand, as compared to a mandatory salary scale on which teacher salary is determined solely by seniority, a salary range allows greater flexibility and ensures competitiveness. It enables the KG management to decide flexibly the remuneration of its staff, taking into account their qualifications, teaching experience, performance, additional duties, training received and special skills possessed. As the setting up of a salary scale for KG teachers involves various aspects as mentioned above, it should be handled prudently. In this connection, we have undertaken to use the data of the three school years from 2017/18 to 2019/20 as the basis to explore the feasibility of introducing a salary scale for KG teachers. As announced in the 2018 Policy Address, we plan to start a review in mid-2019 on the implementation of the new policy, including the salary arrangements for KG teachers. We will consult stakeholders during the process.

Under the KG education policy, KGs are encouraged to establish a career ladder and offer competitive remuneration to retain and attract quality teachers. Various measures have been adopted to ensure that teachers are remunerated reasonably. These include providing salary ranges for respective ranks of teaching staff and KGs are obliged to remunerate their teachers within their corresponding salary ranges; prescribing 60% of the basic unit subsidy as teachers' salary portion, which must be used on teaching staff salaries and related expenses (while KGs may deploy any portion of the remaining 40 % for teaching staff salaries and related expenses, but not vice versa); and clawing back the accumulated surplus in the salary portion exceeding the reserve ceiling to encourage schools' optimal use of the subsidy on teaching staff salary.

(4) The wastage rate for the 2019/20 school year is projected on the basis of the 2018/19 figure, with consideration given to the future demand for KG teachers and the number of drop-out teachers in the past.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2312)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under the said Programme that "to unleash the potential of the local labour force under the population policy so that parents may join the labour market, additional subsidy has also been provided for eligible kindergartens offering whole-day and long whole-day services".

(1) Please tabulate the number of places offered by kindergartens operating half-day, whole-day and long whole-day services in all 18 districts in the past 5 years.

(2) Please advise of the expenditure involved in provision of government subsidy for eligible kindergartens operating half-day, whole-day and long whole-day services in the past 5 years. What are the details and expenditures related to the provision of additional subsidy for eligible kindergartens offering whole-day and long whole-day services?

(3) Since the Free Quality Kindergarten Education Scheme only targeted on kindergartens operating half-day services when it was rolled out, does the Administration have any plan to further extend the Scheme so that kindergartens operating whole-day and long whole-day services may also receive subsidy and hence the needs of families with working parents or single parent can be addressed?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 17)

Reply:

(1)
The number of school places offered by kindergartens (KG) providing half-day (HD), whole-day (WD) and long whole-day (LWD) services in the territory by district from the 2014/15 to 2018/19 school years is tabulated at Appendix.

(2)
The new KG education policy has been implemented starting from the 2017/18 school year. Under the new policy, the Government provides KGs joining the KG education scheme (Scheme) with direct subsidy according to the number of eligible students in the form of a basic HD unit subsidy, and KGs offering WD and LWD services will receive an additional subsidy of 30% and 60% respectively. In addition, school-specific grants, including premises maintenance grant, rental subsidy, grant for a cook, tide-over grant and grant for supporting non-Chinese speaking students are also provided to cater for the diverse needs of individual KGs joining the Scheme or students.

Regarding unit subsidy, the respective expenditure involved in 2017-18 and 2018-19 is as follows:

	2017-18 [Note 1]	2018-19
	($ million) (actual)	($ million) (revised estimate)
Basic HD unit subsidy (covering all KGs joining the Scheme)	3,032.6	4,556.4
Additional subsidy for KGs offering WD and LWD services	428.2	715.2

Notes:
1. Figures reflect the expenditure for the first 8 months after the implementation of the Scheme in the 2017/18 school year (i.e. from August 2017 to March 2018).
2. Figures before the 2017/18 school year are not available as the Scheme had not been implemented.

(3)
The new KG education policy aims to provide good quality and highly affordable KG education, enhance the accessibility of students to different modes of services that suit their specific needs, while the KG sector continues to operate with a high level of flexibility, diversity and vibrancy. Under the new policy, HD, WD and LWD services are all provided with subsidies. For the 2017/18 and 2018/19 school years, the subsidy amount per student per annum for HD, WD and LWD services is as follows:

School year	HD ($)	WD (Note) ($)	LWD (Note) ($)
2017/18	33,190	43,150	53,100
2018/19	34,320	44,620	54,910

Note: Including the additional subsidy provided for KGs offering WD and LWD services.

In principle, the Government subsidies should be sufficient for KGs joining the Scheme to provide quality HD services. As for WD and LWD services, existing evidence from researches and studies precludes drawing conclusions that WD programmes are more favourable to young children than HD programmes. Studies show that family education

plays a crucial and complementary role in shaping young children. A HD programme can achieve the requirements of the curriculum and would allow relatively more family time for young children to play and interact with their family in a less-structured and more relaxing setting to nurture their bonding and sense of security. Although many countries offer WD services for parents as an option, it is not a common practice internationally to provide free WD KG services for all children from 3 to 6 years of age.

Having considered the developmental needs of children and overseas practices, we are of the view that the basic tenet of the new policy is that the Government's subsidy to each eligible KG would be sufficient for it to provide quality HD services according to the standards prescribed by the Government. Notwithstanding that, to unleash the potential of the local labour force under the population policy and enable parents to join the workforce, we provide an additional subsidy of 30% and 60% for eligible KGs offering WD and LWD services respectively. As the Government has provided additional subsidy, parents only need to pay part of the additional cost and the overall school fees are at a low level. Needy families may also be granted fee remission. In view of the foregoing, we do not have plans to further increase subsidy for WD and LWD KG places at this stage.

Appendix

Number of school places offered by kindergartens providing half-day (HD), whole-day (WD) and long whole-day (LWD) services in the territory by district from the 2014/15 to 2018/19 school years

District	2014/15			2015/16			2016/17			2017/18			2018/19		
	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD
Central & Western	5 393	540	809	6 012	525	818	6 336	536	828	6 434	627	852	6 530	611	842
Wan Chai	6 318	805	523	6 509	781	535	7 189	814	557	6 899	834	565	6 915	790	576
Eastern	11 626	1 966	1 325	11 922	2 011	1 409	11 548	1 990	1 435	11 365	1 981	1 456	10 696	2 117	1 450
Southern	5 316	693	695	5 534	679	713	5 377	654	741	5 116	811	757	5 073	753	748
Sham Shui Po	8 169	1 340	1 372	8 410	1 393	1 397	8 786	1 391	1 449	8 825	1 504	1 477	8 384	1 468	1 476
Yau Tsim Mong	5 343	462	1 411	5 642	512	1 420	5 796	604	1 412	5 669	703	1 439	5 665	646	1 432
Kowloon City	22 159	2 770	1 424	23 308	2 710	1 477	23 181	2 732	1 485	23 123	2 688	1 604	22 241	2 668	1 578
Wong Tai Sin	5 340	1 731	1 525	5 347	1 748	1 577	5 292	1 780	1 596	5 107	1 860	1 642	4 834	1 895	1 632
Kwun Tong	10 041	2 128	2 282	10 350	2 255	2 388	10 027	2 287	2 311	9 875	2 468	2 394	9 533	2 687	2 422
Tsuen Wan	5 656	781	1 060	6 089	804	1 082	6 432	848	1 093	6 541	847	1 132	6 320	927	1 122
Tuen Mun	9 558	2 751	1 553	10 134	2 733	1 578	9 970	2 782	1 602	9 479	2 887	1 604	8 897	2 931	1 584
Yuen Long	14 139	2 284	1 793	15 245	2 112	1 807	14 929	2 225	1 824	14 444	2 584	1 844	13 701	2 788	1 832
North	11 064	1 082	968	11 534	953	963	11 143	1 060	957	9 172	1 652	973	7 579	2 008	953
Tai Po	4 832	1 519	836	5 489	1 370	875	5 490	1 344	870	5 554	1 257	893	5 201	1 374	889
Sha Tin	11 542	2 182	1 841	12 504	2 099	1 948	12 857	2 066	1 956	13 064	2 270	2 012	12 632	2 318	1 989
Sai Kung	7 116	1 971	1 048	7 620	1 978	1 086	7 475	1 995	1 103	7 811	1 940	1 127	7 733	2 022	1 111
Islands	3 053	1 123	407	2 989	1 166	424	3 444	1 224	442	3 164	1 199	434	3 102	1 187	428
Kwai Tsing	8 710	1 810	1 658	8 826	1 827	1 731	8 592	1 901	1 725	8 410	1 992	1 795	8 013	2 131	1 801
All Districts	155 375	27 938	22 530	163 464	27 656	23 228	163 864	28 233	23 386	160 052	30 104	24 000	153 049	31 321	23 865

Note:

1. Position as at September of the respective school years.
2. Accommodation in vacant classrooms not counted.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2315)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

A spate of suicides have occurred among students and youngsters in recent years. It is mentioned in the Budget Speech that "to enhance teenagers' mental health and stress resilience, the Government will implement the measure of 'two school social workers for each school' in more than 460 secondary schools in Hong Kong from the 2019/20 school year". Also, it is mentioned in the Estimates that the Education Bureau (EDB) will "extend the Enhanced School-based Educational Psychology Service (SBEPS) (with the ratio of educational psychologist (EP) to school being 1:4) to about 60 per cent of all public sector schools and enhance the ratio of EP to school to 1:6 for the remaining 40 per cent of schools by the 2023/24 school year". Please advise of the following:

(1) the number of deaths caused by suicide in Hong Kong in the past 5 years (tabulated by age);

(2) the respective expenditure on SBEPS for public sector primary and secondary schools in each of the past 5 years and the items covered by SBEPS; the estimated expenditure on SBEPS for the coming year and the difference over the previous year (also the reasons for any decrease);

(3) the respective number of EPs or school social workers in public sector primary and secondary schools, the manpower ratios and ways to enhance the services; the current position of the Government's initiative to progressively increase the EP-to-school ratio to 1:4; and

(4) the support provided for schools and teachers by EDB on top of SBEPS and school social worker services; the EDB's concrete policies to alleviate the pressure on students' learning and hence prevent student suicides.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 20)

Reply:

(1)
The Education Bureau (EDB) has required primary and secondary schools to report suspected fatal suicide cases of students to keep in view the situation and provide professional support for the schools concerned as appropriate. The nature and number of fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. The EDB has not captured the relevant information from the Court. Hence, we are unable to provide officially verified figures on student suicides. The number of suspected fatal suicide cases of students as reported by primary and secondary schools to the EDB in the past 5 school years is tabulated as follows:

School Year	Number of cases
2013/14	10
2014/15	9
2015/16	19
2016/17	19
2017/18	16

(2) to (3)
The total expenditure for the provision of the School-based Educational Psychology Service (SBEPS) for public sector mainstream primary and secondary schools from the 2014/15 to the 2019/20 school years is tabulated as follows:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised Estimate)	2019/20 (Estimate)
Expenditure ($ million)	85	103	119	127	173	185

School-based educational psychologists (EPs) adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity to cater for students' diverse educational needs. Specifically, EPs provide assessment and intervention service for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and measures in relation to supporting students with diverse educational needs.

All public sector mainstream primary and secondary schools have been provided with the SBEPS starting from the 2016/17 school year. In that school year, the EDB progressively improved the ratio of EP to school to 1:4 for public sector mainstream primary and secondary schools with comparatively large number of students with special educational needs (SEN), i.e. Enhanced School-based Educational Psychology Service (Enhanced

SBEPS). In the 2018/19 school year, the Enhanced SBEPS covers 119 primary and secondary schools. Through more frequent visits to the schools concerned, EPs deliver comprehensive and regular follow-up and intervention service according to the needs of schools and students, and support schools in strengthening the preventive and developmental work. In the 2018/19 school year, the number of EPs involved in the provision of the SBEPS (including Enhanced SBEPS) is 151, and the number of which will increase as more EPs complete their training in local universities in the next few years. With the number and complexity of cases vary from school to school, each EP at present serves 6 to 10 public sector mainstream primary and secondary schools, in general 7 to 8 schools. As announced by the Chief Executive in the 2018 Policy Address, the Enhanced SBEPS will be extended with the target of covering about 60% of public sector mainstream primary and secondary schools, and the ratio will be enhanced to 1:6 for the remaining 40% of schools by the 2023/24 school year.

To support schools in better catering for the needs of students, the EDB has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. Furthermore, with the implementation of the policy of "one school social worker for each school", the EDB has started to review the mode of collaboration between student guidance and social work services, and communicate with the education sector to identify the best way to provide school social work and guidance services by exploring all feasible proposals. According to the findings of an EDB survey in the 2018/19 school year, a total of 569 school-based social workers provide guidance service in public sector primary schools.

As for secondary schools, school social work services are, through the subvention of Social Welfare Department (SWD), provided by non-governmental organisations (NGOs). According to the SWD's information, a total of 559 social workers were provided for secondary schools by the SWD in the 2018-19 financial year. We do not collect information on the number of extra social workers appointed by schools using other resources. Starting from the 2019/20 school year, the Government will implement the policy of "two school social workers for each school" and enhance supervisory support in over 460 secondary schools in the territory.

(4)
As students grow up, they may from time to time experience pressure originating from expectations of their own and of parents, academic attainment, etc. The EDB has all along been implementing various measures to alleviate the study pressure on students. Upon implementation of the New Academic Structure, all students may proceed to the three-year senior secondary education without having to go through a competitive process. The introduction of the Hong Kong Diploma of Secondary Education Examination as a replacement for two previous public examinations has also dramatically reduced the frequency of examination and lessened the pressure on students. At the same time, we have been promoting life-wide learning through "Other Learning Experiences" and "Student

Learning Profile" at senior secondary level to avoid students from focusing solely on subject learning. We also endeavour to enhance teachers' assessment literacy and encourage "Assessment for Learning" with a view to avoiding too much emphasis being placed on tests, examinations and mechanical drilling. In addition, we also urge schools to design learning tasks flexibly, reduce homework load and create space for students to explore their interests and develop their strengths. The impact of pressure on students varies. We should help students develop positive values and attitudes and build perseverance and resilience in young people so that they are well-equipped to meet the various challenges ahead.
Regarding mental health, the EDB has been encouraging schools to adopt the Whole School Approach directed at three levels, namely "Universal", "Selective" and "Indicated" to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk).

At the Universal level, the EDB has been actively organising diversified development programmes featuring adventure-based, team-building and problem-solving training, such as the "Understanding Adolescent Project" and "Enhanced Smart Teen Project", to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. The "Pupil Ambassador Scheme on Positive Living" has also been launched by the EDB. Through experiential activities on life education, the Scheme assists primary and secondary schools in training up pupil ambassadors by enhancing their personal and social development as well as their problem-solving abilities. These ambassadors could then help share in school to promote the positive values of cherishing life in an optimistic life attitude. In recent years, the EDB has implemented the "WE" Positive Dynamics Scheme based on the concepts of Positive Psychology. The Scheme aims to enhance teacher-student relationship, encourage appreciation among students and supportive relationships among peers, reduce negative emotions and enhance positive energy of students through teacher training, talks for students/parents, Personal Growth Education, class management activities, and school activities on promoting an appreciation culture, etc. Besides, the EDB and the Department of Health jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 and 2018/19 school years to enhance students' awareness and understanding of mental health and strengthen their ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding $200,000 through simplified application procedures to organise activities related to the Campaign.

At the Selective level, starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with SEN pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, the EDB also provides teachers of primary and secondary schools with the "Professional Development Programme for Mental Health", including elementary training for teachers at large and in-depth training for designated teachers with a view to raising their awareness of mental health and enhancing their professional knowledge and skills to identify and support students with mental health needs. The EDB provides public sector mainstream schools with around 2 000 training places for the "Professional Development Programme for Mental Health" in the 2018/19 and 2019/20 school years. Besides, in each school year, the EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students

with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. To help schools identify and support students with mental health needs, the EDB has published "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" which was developed in collaboration with the Hospital Authority (HA) for teachers' and school personnel's reference.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for these students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau, in collaboration with the EDB, the HA and the SWD, has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through a school-based platform.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2316)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by major SEN type from the 2013/14 to 2017/18 school years.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 21)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by major SEN type from the 2013/14 to 2017/18 school years is set out at the Appendix. With increased awareness of SEN among schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

Appendix

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type from the 2013/14 to 2017/18 school years[(Note 1)]

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	97	88	98	130	181	157	183	137	175	161	125	145
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	547	662	624	533	502	444	396	345	298	246	199	179
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	45	200	508	648	700	751	710	709	589	482	320	204
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	12	18	23	25	16	21	32	37	43	46	33	44
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	4	5	3	5	7	4	12	12	19	18	20	19
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	38	36	43	44	51	52	60	68	55	76	58	83
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	36	815	447	271	178	130	65	41	40	19	18	24
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on the students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The numbers of P1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2317)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to the Programme, the number of schools provided with school-based professional support will be decreased from 32 in the 2018/19 school year to 15 in the 2019/20 school year as the Education Development Fund (EDF) will come to a close by the end of 2018/19 school year. Please advise this Committee of the following:

(1) as the number of schools provided with school-based professional support will be decreased substantially, has the Administration assessed how the relevant special schools will be affected? If yes, please provide the details such as how much subsidy provided to the relevant schools will be reduced when compared to previous years?

(2) it is mentioned in the Programme that the EDF will come to a close but "the necessary support for special schools to implement new education and curriculum initiatives will continue with the Education Bureau's funding". What are the details of the initiatives? What are the resources and expenditure involved?

(3) the wastage rate of teachers in special schools has increased from 6.8% in the 2017/18 school year to 8.5% in the 2018/19 school year. Has the Administration assessed the reasons? What measures have been taken to retain teachers in order to improve the quality of education?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 22)

Reply:

(1) & (2)
The Education Development Fund (EDF) was set up in 2004 to finance the implementation of different School-based Professional Support (SBPS) Programmes with a view to enhancing schools' capacity to take forward various education reform measures. These

SBPS programmes include the School Support Partners (Seconded Teacher) Scheme, which seconds experienced teachers to provide professional support on various theme-based or Key Learning Area (KLA) projects; the Professional Development Schools (PDS) Scheme, which designates schools with exemplary practices in learning and teaching and a good sharing culture to provide support services to other schools; and the University-School Support Programmes (USP), which commissions universities to provide diversified school-based professional support connecting research-based pedagogies with classroom practices to cater for schools' development needs.

The EDF will come to a close by the end of August 2019. Starting from the 2019/20 school year, the support for schools to implement new education and curriculum initiatives, including addressing learner diversity (including the learning needs of students with special educational needs) and enhancing assessment literacy, will continue with the EDB's funding. Professional officers of the EDB will continue to provide on-site support services to assist schools in developing school-based curricula based on the schools' needs and enhancing teachers' professional capability. Effective programmes currently financed by the EDF will also be refined and regularised as part of the EDB's on-going initiatives in order to sustain the impacts of professional support. For example, teachers will continue to be seconded to participate in the EDB's various theme-based or KLA projects through the Annual Teacher Secondment Exercise, while professional support services to schools and teachers by means of sharing exemplary practices provided under the USP and PDS Scheme with exemplary practices will be sustained through Quality Education Fund Thematic Networks financed by the Quality Education Fund. Therefore, upon the closure of the EDF, the EDB will continue to provide special schools with diversified support measures that are aligned with the curriculum development and schools' needs, with a view to enhancing teachers' professional capability and promoting continuous school development. Special schools may apply for appropriate support services in every school year based on their development and students' learning needs. The relevant expenses and manpower resources are subsumed under the overall expenditure of the EDB and/or other different funds.

(3)
The wastage rate of teachers in special schools in the 2018/19 school year is 1.7% slightly higher than that of the 2017/18 school year. According to the information submitted, among the teachers who left the special school sector in the 2018/19 school year, over 30 percent were transferred to other schools, another 30-plus percent were due to personal reasons such as retirement, emigration or family matters, and the remaining 30-plus percent did not give a clear indication of their way forward or reason for leaving.

The EDB has all along provided support to help special school teachers build their capacity and enhance their professional competence. For example, we have collaborated with tertiary institutions to deliver professional development programmes for special school teachers, and organised professional sharing activities, workshops and seminars, etc. to enhance professional sharing among special school teachers. In addition, the EDB has continued to deploy resources in special education and implemented relevant enhancement measures to improve the quality of education. In recent years, the EDB has improved the ratios of graduate teacher posts in special schools to attract more talent to join the teaching force of special schools, while providing special schools with additional teaching and non-teaching staff and progressively reducing the class size of various types of special

schools so as to allow teachers more capacity to engage in school-based curriculum development, lesson preparation and other professional activities. The EDB will continue to strengthen special school teachers' sense of job satisfaction and belonging to the school through various measures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2318)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under the Programme that "the Bureau provides various support to non-Chinese speaking (NCS) students in the learning of the Chinese language". In this regard,

(1) please tabulate the total number of ethnic minority (EM) students (including Indonesian, Filipino, Indian, Pakistani, Nepalese and other NCS students) currently studying in kindergartens, primary schools and secondary schools in Hong Kong;

(2) please advise the specific measures adopted by the Government to support EM students in learning the Chinese language and the expenditure involved; and

(3) please advise the Government's policy in assisting EM students to increase their chances of pursuing studies in tertiary institutions, the expenditure involved, and the number of EM students who completed local subsidised university programmes and self-financing degree programmes in the past 5 years.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 23)

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. According to the information collected through the annual Student Enrolment Survey, the number of ethnic minority (EM) students studying in kindergartens and the number of NCS EM students studying in public sector and Direct Subsidy Scheme (DSS) schools in the 2018/19 school year, disaggregated by ethnicity as asked in the question, are tabulated at Annex A. We do not have readily available information about the number of NCS students studying in private schools, English Schools Foundation schools and other international schools.

(2)&(3) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' effective learning of the Chinese language and the creation of an inclusive learning environment in schools. Starting from the 2014/15 school year, the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, has been implemented in primary and secondary schools. The "Learning Framework", complemented by supporting learning and teaching materials, has helped NCS students overcome the difficulties in learning Chinese as a second language. Furthermore, starting from the 2014/15 school year, Applied Learning Chinese (for NCS Students) (ApL(C)) has been introduced at the senior secondary levels to provide NCS students with an additional channel to obtain an alternative Chinese Language qualification for further studies and career pursuits. In addition to the Hong Kong Diploma of Secondary Education (HKDSE) qualification, ApL(C) is pegged at Levels 1-3 of the Qualifications Framework. EDB has, starting from the 2014/15 school year, provided all public sector schools and DSS schools offering the local curriculum and admitting 10 or more NCS students with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted, to adopt diversified intensive learning and teaching modes as appropriate, such as pull-out teaching, split-class/group learning and after-school consolidation, etc. with a view to enhancing NCS students' effectiveness in learning the Chinese language. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the "Learning Framework". Starting from the 2014/15 school year, these schools may also apply for an additional funding of $50,000 on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. The expenditure for the related support measures for the 2018/19 school year is tabulated at Annex B. When the enhanced education support for NCS students mentioned above has taken root and created a sustainable impact, it is expected that NCS students could show steady improvement in their academic performance and more NCS students would pursue studies in tertiary institutions.

EDB has all along been supporting secondary schools to implement Life Planning Education and provide career guidance services. To prepare NCS students for further studies and career pursuits, EDB commissioned a non-governmental organisation (NGO) to implement a pilot project from the 2015/16 to 2017/18 school years to organise life planning activities and work experience programmes that enable NCS students to understand their career orientation and learn about different study pathways and jobs. A total of 1 800 NCS students participated in the project and the expenditure involved was about $6.3 million. Starting from the 2018/19 school year, EDB will continue to commission an NGO to organise career exploration activities, including visits to post-secondary institutions, workplace visits and work experience programmes, etc., to help NCS students make informed choices on further studies and careers, set personal goals and plan their future. In the 2018/19 school year, it is expected that 310 students will benefit from the service, which involves an expenditure of about $700,000.

The number of local NCS students (i.e. students whose ethnicity and/or spoken language at home is not Chinese) admitted to University Grants Committee (UGC)-funded undergraduate programmes in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 academic years is 226, 220, 253, 335 and 361 (provisional figures) respectively. The UGC has not collected figures on EM or NCS students that have completed UGC-funded post-secondary programmes. We do not maintain statistics on the number of EM students that have completed self-financing degree programmes either.

Annex A

Number of ethnic minority (EM) students studying in kindergartens in the 2018/19 school year by ethnicity

Indonesian	Filipino	Indian	Pakistani	Nepalese	Others	Total
134	627	1 280	1 413	993	6 475	10 922

Number of non-Chinese speaking (NCS) EM students studying in primary and secondary schools in the 2018/19 school year by ethnicity

	Indonesian	Filipino	Indian	Pakistani	Nepalese	Others	Total
Primary	174	1 310	988	3 228	1 852	1 637	9 189
Secondary	94	1 487	1 267	3 125	1 337	1 290	8 600

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres. Figures cover both local and non-local kindergartens.
3. Figures for pre-primary level cover EM students regardless of their spoken language.
4. Figures for primary and secondary schools cover students studying in public sector schools and Direct Subsidy Scheme schools. Figures do not include students in special schools.
5. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures for primary and secondary schools have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

Educational support measures for non-Chinese speaking (NCS) students in the 2018/19 school year

Support measures	Estimated expenditure in the 2018/19 school year $ million
Starting from the 2014/15 school year, the additional funding to schools has been substantially increased and school-based professional support enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of the Chinese language as well as the creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	270.9 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays, and provide learning and teaching resources for those NCS students who have a late start in the learning of the Chinese language, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.3
Summer Bridging Programme for NCS students in primary schools Starting from 2013, parents of NCS students could accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.1

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	8.6
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE). Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.	4.24 Note 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 under the Language Fund.	4.28
Support for kindergartens admitting NCS students - (a) University-School Support Programmes (USP) financed by the Education Development Fund: A project to support NCS students in kindergartens in the transition to primary schools from the 2017/18 to 2018/19 school years (b) School-based professional support services (c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year: (i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students (ii) specific training courses for kindergarten teachers on support of NCS students	 Note 3 Note 1 60.7 1.5 Note 4

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 under the overall expenditure of EDB and/or different funds, and a breakdown of expenditure by item is not available.

2. With the approval of the relief measure announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the non-local Chinese Language examinations concerned in the 2018/19 school year is waived accordingly.

3. Regarding the USP project, the actual expenditure for the 2017/18 school year is $2.88 million and the estimated expenditure for the 2018/19 school year is $5.46 million. As the USP project is implemented in both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

4. Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate kindergartens in arranging teachers to attend specified training courses on supporting NCS students. The relevant expenditure has been included in the estimated expenditure for these training courses.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2319)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is stated under the said Programme that the Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes (MEPs) and arranges professional exchange programmes for teachers.

(1) Please set out the items and their expenditures in connection with EDB's arranging MEPs for students and professional exchange programmes for teachers in the past 5 years (from the 2013/14 to 2017/18 school years) and the coming year.

(2) Please set out the total number of primary and secondary students and teachers that participated in Mainland exchange activities, and the respective percentage that these students and teachers represented in the total number of students and total number of teachers in the past 5 years. Please also provide figures on the distribution of provinces and cities involved in these exchange activities.

(3) Has the Administration evaluated the effectiveness of measures supporting the participation of students in MEPs and teachers in professional exchange programmes? If yes, what are the details?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 24)

Reply:

(1) The Education Bureau (EDB) organises Mainland exchange programmes for students, or subsidises those organised by schools, that dovetail with the school curriculum and the latest development of our country. With diversified themes and destinations, these programmes enable students to gain first-hand experience of our country's development in aspects of history, culture, economy, education, science and technology, etc. from multiple perspectives. Teachers participate in these exchange programmes as learning facilitators

according to the "1 teacher : 10 students ratio". Besides, the EDB also organises various professional Mainland exchange programmes for teachers to widen their horizons and deepen their understanding of the Mainland's development in different aspects for enhancing their professional competence. Professional exchange programmes mainly include school visits, cultural visits, seminars, lesson observations, professional exchanges, etc.

The expenditures on Mainland exchange programmes in the past 5 school years (from the 2013/14 to 2017/18 school years) and the 2018/19 school year are as follows:

School Year	Expenditure ($million)	
	Programmes for primary and secondary students	Programmes for teachers
2013/14	37.2	1.3
2014/15	52.7	1.1
2015/16	61.9	2.1
2016/17	64.2	2.9
2017/18 #	85.4	5.5
2018/19 *	103.3	8.7

Actual figures revised from last year's estimates

* Provisional figures

(2) The EDB organises Mainland exchange programmes for students, or subsidises those organised by schools every school year. These programmes cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities. Students' participation is on a voluntary basis. The EDB does not collect information about individual students' participation in Mainland exchange programmes, and does not have the percentage of students who have or have not participated in such programmes. The numbers of primary and secondary school students receiving subsidies for Mainland exchange programmes in the past 5 years (from the 2013/14 to 2017/18 school years) are as follows:

School Year	Number of Students (rounded down to the nearest hundred)	
	Secondary Students	Primary Students
2013/14	22 600	14 400
2014/15	31 700	18 900
2015/16	35 800	23 400
2016/17	35 300	24 500
2017/18 #	40 200	26 800

Actual figures revised from last year's estimates

As mentioned above, teachers will participate in the aforesaid Mainland exchange programmes as learning facilitators according to the "1 teacher : 10 students" ratio. The EDB also organises various professional exchange programmes for teachers. The EDB does not collect statistical data on the number of teachers participating in such programmes as a percentage of the total number of teachers. Professional exchange programmes organised for teachers in the past 5 years (from the 2013/14 to 2017/18 school years) covered different provinces and cities in the Mainland, such as Beijing, Wuhan, Chengdu, Nanning and various cities in the Guangdong Province. The numbers of teachers participating in these programmes in the past 5 years are as follows:

School Year	Number of Teachers (rounded to the nearest ten)
2013/14	270
2014/15	260
2015/16	410
2016/17	690
2017/18 #	760

#Actual figures revised from last year's estimates

(3) The EDB has been attaching importance to the quality of Mainland exchange programmes for students and professional exchange programmes for teachers. There is a regular mechanism established to evaluate the opinions of the participants of these programmes, including having meetings with the service providers, deploying staff to attend the programmes to assess the appropriateness of the content and collecting the immediate responses of the participants, conducting questionnaire surveys, organising interviews and post programmes sharing sessions. The feedback from teachers and students are generally positive.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2320)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) The Administration will provide examination fee remission for candidates sitting for the Hong Kong Diploma of Secondary Education Examination in 2019/20 and 2020/21. Please provide details of the funding arrangements for the coming 2 school years, with a breakdown of the estimated increase in manpower and number of students to be benefitted.

(2) Will the Administration consider regularising this measure? If no, what are the reasons?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 25)

Reply:

(1) A series of relief measures are announced in the 2019-20 Budget. These include the proposed one-off initiative to pay examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education (HKDSE) Examination. The initiative does not cover school candidates sitting for the 2021 examination. About 46 000 school candidates will be benefitted. The estimated expenditure is $160 million, which includes provision for contingencies.

The total amount actually paid to the Hong Kong Examinations and Assessment Authority for candidates will depend on the actual number of subject entries made by eligible school candidates sitting for the 2020 HKDSE Examination. It is estimated that, with reference to the normal payment schedule of the 2020 HKDSE, the expenditure will be incurred mainly in 2019-20. The manpower and administrative expenses for implementing this measure will be covered by EDB's existing resources.

(2) The Financial Secretary proposed in the 2018-19 Budget and 2019-20 Budget to pay examination fees for candidates sitting for the 2019 HKDSE Examination and 2020 HKDSE Examination respectively, as a measure to share the fruits of economic success with the public and to relieve people's burden. The Government currently has no plan to regularise the measure.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2321)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) The estimated provision for post-secondary, vocational and professional education in the 2019/20 academic year is $443.2 billion, which is 10.3% less than the revised estimate for 2018/19 and has been declining for 2 consecutive years. What are the reasons for that? How does the Government support the development of post-secondary, vocational and professional education with dwindling expenditures in this regard?

(2) The number of full-time vocational and professional education student places offered by the Vocational Training Council (VTC) dropped for 2 years in a row. What are the reasons for that?

(3) What are the top ten most popular VTC programmes in the past academic year?

(4) Please provide a breakdown, in descending order by discipline, of the employment rates of VTC full-time graduates who intended to seek employment after graduation.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 26)

Reply:

(1) Provision for post-secondary, vocational and professional education includes government funding for the Vocational Training Council (VTC) and other financial commitments in support of post-secondary, vocational and professional education (e.g. implementation of the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), the Hong Kong Scholarship for Excellence Scheme and the Mainland University Study Subsidy Scheme), but excludes subsidy for universities funded by the University Grants Committee. In 2019/20, the Government will continue to inject resources into post-secondary, vocational and professional education through recurrent

expenditure, as well as to strengthen the relevant support measures, such as expanding the coverage of SSSDP to designated full-time locally accredited self-financing sub-degree programmes in selected disciplines, and supporting the VTC's regularisation of the Pilot Training and Support Scheme.

The estimated provision for post-secondary, vocational and professional education for 2019-20 decreases as compared with the revised estimate for 2018-19, which has also reduced for 2 consecutive years. This is mainly attributed to an increased cash flow requirement for non-recurrent expenditure items that arose from the Government's complete injection of $800 million into the HKSAR Government Scholarship Fund and $1,200 million into the Qualifications Framework Fund in 2018-19 and 2017-18 respectively. The saving achieved by the complete injection into the two Funds is only partially offset by the increase in recurrent expenditure.

(2) The reduction in the number of places for VTC's full-time vocational and professional education and training programmes for 2 consecutive years mainly reflects the adjustment made by VTC in response to a drop in overall student population in Hong Kong.

(3) The 10 VTC programmes (full-time Higher Diploma programmes above Secondary 6 level) with the largest number of applications in the 2018/19 academic year are tabulated below:

Name of programmes
Higher Diploma in Child Care and Education
Higher Diploma in Social Work
Higher Diploma in Sports Coaching
Higher Diploma in Hotel and Catering Management
Higher Diploma in Civil Engineering
Higher Diploma in Product, Interior and Exhibition Design (Subject Group)
Higher Diploma in Electrical Engineering
Higher Diploma in Building Services Engineering
Higher Diploma in Software Engineering
Higher Diploma in Film and Television

(4) Regarding VTC graduates of full-time programmes in 2017, the employment rates of those who sought employment are provided (by scope of discipline) in descending order below:

Scope of discipline	Employment rates*
Childcare, Elderly and Community Services	96%
Engineering	93%
Business Administration	92%
Applied Science	92%

The scope of disciplines of the graduates	Employment rates of full-time graduates who intended to seek employment*
Hospitality	92%
Information Technology	91%
Design	89%

* Based on the survey conducted in January 2018 (data collected about 6 months after graduation)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3025)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) has failed to award the contract for the provision of hearing aids by tender in the 2018/19 school year. In this connection, please provide the following information:

(1) The expenses on outsourcing of hearing aids provision and the average cost per student in the past 5 years;

(2) A breakdown of the number of students served by the outsourced service providers for hearing aids provision in the past 5 years by their district of residence, age, class level and degree of hearing impairment;

(3) The average and median waiting time for students to be served by the outsourced service providers for hearing aid provision in the past 5 years;

(4) A breakdown of the number of students affected by the unsuccessful tendering exercise by their district of residence, age, class level, degree of hearing impairment, and the duration during which the student was affected;

(5) A breakdown of the respective numbers of affected students who resorted to using the transitional services provided by the Hong Kong Society for the Deaf and the Hospital Authority by their district of residence, age, class level, degree of hearing impairment, and the duration during which the student was affected;

(6) The number of students who have to postpone their cochlear implantation due to the unsuccessful tendering exercise, and the remedial measures taken by the EDB to help the affected students; and

(7) A breakdown of the number of backup hearing aids the EDB currently has in stock by their model and year of purchase.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8717)

Reply:

(1) to (3)
From the 2013/14 to 2017/18 school years, pre-school children, primary and secondary school students in need of hearing aids were arranged to the outsourced service provider commissioned by the Education Bureau (EDB) for the "Hearing Aid Fitting and Related Audiological Services" free of charge for three years, which include audiological review, hearing aid fitting, regular earmould replacement, repair and maintenance, and FM system fitting services (if applicable). The expenditure and average cost per person in the said 5 school years are set out below:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Expenditure[1] ($million)	2.50	4.05[2]	3.35	3.92	4.95
Cost Per Person[3] ($)	2,542	3,487	3,487	3,715	3,715

[1] The annual expenditure varies with the actual number of students provided with hearing aids and related services, which might fluctuate due to situations such as students' non-attendance / deferred attendance.

[2] The significant increase in expenditure for the 2014/15 school year was due to the enhancement in the specifications of hearing aids.

[3] The average cost per person is calculated based on the tender price for that particular school year.

As regards the number of children receiving the "Hearing Aid Fitting and Related Audiological Services" broken down by the degree of hearing impairment (HI) , class level and district of residence, please refer to tables 1 to 3 at the Appendix. The EDB has not compiled statistics on the number of these children by age.

According to the contract set by the EDB with the outsourced service provider, parents will book an appointment with the service provider upon receiving the service voucher by the EDB. The service provider is required to offer an initial appointment with the parents and their children within 5 working days, and provide hearing aid fitting service for the children concerned within the next 3 weeks. Therefore, children in general are provided with hearing aid fitting and related services within 1 month from the date of the first appointment. The actual waiting time depends on a number of factors, including the requests of individual parents on appointment dates, whether attending the appointments as scheduled, and the health condition of the children (e.g. blockage or inflammation of the ear canal). The EDB has been monitoring the services provided by the service provider, and will make improvement suggestions when necessary.

(4) to (6)
Since no service providers were able to fulfill the tender requirements for the provision of "Hearing Aid Fitting and Related Audiological Services" for the 2018/19 school year, the EDB had implemented various measures to ensure that children with HI are provided with the necessary services. These measures included making urgent minor purchase of hearing aid fitting services from The Hong Kong Society for the Deaf (HKSD), and reaching an agreement with the Hospital Authority (HA) in mid-January 2019 to rent the Audiology

Centre of the Queen Elizabeth Hospital to provide hearing aid fitting services for children by the audiologists of the EDB. Before the full resumption of the "Hearing Aid Fitting and Related Audiological Services", a total of 37 children, including 24 pre-school children, 6 primary school and 7 secondary school students, who are newly in need of hearing aids, have been referred to the EDB. Among them, the degree of HI of 11 children are mild, 9 are moderate, 7 are moderately-severe, 3 are severe and 7 are profound. For these 37 children, 7 of them were provided with hearing aid fitting services by the HKSD, while the remaining 30 were served by the audiologists of the EDB at the Audiology Centre of the HA. With the implementation of the above measures, the children had earmould produced for them in late January 2019, and have started to be fitted with hearing aids since mid-February.

The suitability and timing for children with HI to receive cochlear implant (CI) surgery should be decided by medical specialists after taking into account a number of factors. The EDB does not have the number of children requiring CI surgery.

(7)
The EDB has in stock (as at March 2019) about 60 hearing aids including, behind-the-ear, in-the-ear, and in-the-canal styles. These hearing aids with 8 channels were purchased in January 2019.

Number of Children Received "Hearing Aid Fitting and Related Audiological Services"
2013/14 to 2017/18 school years

Table 1：By degree of hearing impairment

Degree of Hearing Impairment	2013/14	2014/15	2015/16	2016/17	2017/18
Mild	271	220	198	269	277
Moderate	316	223	200	182	204
Moderately-severe	200	145	101	148	140
Severe	175	123	101	120	121
Profound	206	123	89	145	132
Total	1 168	834	689	864	874

Table 2: By class level

Class Level	2013/14	2014/15	2015/16	2016/17	2017/18
Pre-school	264	247	222	254	273
Primary 1	59	62	53	76	73
Primary 2	60	49	45	53	56
Primary 3	43	40	35	43	42
Primary 4	48	39	34	39	45
Primary 5	58	33	25	43	52
Primary 6	62	53	27	28	44
Secondary 1	89	51	33	44	41
Secondary 2	96	38	27	38	36
Secondary 3	104	58	40	59	60
Secondary 4	106	60	51	69	57
Secondary 5	89	51	30	66	40
Secondary 6	90	53	67	52	55
Total	1 168	834	689	864	874

Table 3：By district of residence

District of Residence	2013/14	2014/15	2015/16	2016/17	2017/18
Hong Kong Island & Outlying Islands	203	132	134	146	134
Kowloon	421	320	237	309	315
New Territories East	214	159	138	174	193
New Territories West	330	223	180	235	232
Total	1 168	834	689	864	874

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3026)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government please inform this Committee of the following:

1. In the past 5 years, the total number of students with various types of special education needs (SEN) in Hong Kong by school type (government, aided, Direct Subsidy Scheme (DSS), private primary schools, secondary schools and special schools), class level (K1 to S6), age and gender;

2. In the past 5 years, the distribution of the number of students with various types of SEN by District Council district and their percentage against the total number of students of the respective district. What is the analysis by the Education Bureau on the situation in which the proportions of students with SEN are significantly higher in certain districts and how will it cater for the needs as far as the injection of resources and the formulation of policies are concerned?

3. Under the 3-tier Intervention Model of the integrated education policy:

i) On the first day (usually falls on 1 September) of a school term in the past 5 years, the actual number of students under each tier of support by the type of SEN, district, banding of secondary schools, school type (government, aided, DSS or private);

ii) On the first day (usually falls on 1 September) of a school term in the past 5 years, the number of schools which admitted 0, 1, 2, 3, 4, 5, 6, and 7-10 student(s) with SEN (and in the groups of 10 thereafter) requiring tier-2 and tier-3 support;

iii) The current number of students with individual education plans devised and its percentage against the total number of students with SEN;

iv) The current number of schools which respectively receive over $0.6 million, $1.6 million and $2.2 million under the Leaning Support Grant (LSG), with a breakdown by district;

v) In the past 5 years, the percentage of schools with the LSG clawed back (below 5%, 5%-10%, 11%-20%, 21%-30%, and over 30%);

vi) In the past 5 years, the amount of LSG clawed back from schools and the relevant number of schools;

vii) The total amount of LSG clawed back.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8718)

Reply:

(1) & (2)
The Education Bureau (EDB) has kept information on students with special educational needs (SEN) by grade level and SEN type but not by age group and "secondary school banding". As the provision of support services for students with SEN does not have any relationship with their gender and district of residence, we are unable to provide the number of students with SEN by gender and district of residence.

The number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and by SEN type from the 2014/15 to 2018/19 school years is set out at Appendix 1.

The number of students studying in special schools from the 2014/15 to 2018/19 school years is set out at Appendix 2. As it is a common practice for special schools to adopt flexible groupings across grade levels and devise individual education plans to cater for the SEN of individual students, therefore, presenting the number of students by grade level, age and gender cannot reflect the actual operation in special schools.

The number of students with SEN studying in the English Schools Foundation schools, other private international schools and private independent schools from the 2014/15 to 2018/19 school years is set out at Appendix 3. The figures are collected in the annual Student Enrolment Survey conducted by the EDB and refer to the position as at September of the respective school years. However, as some schools did not provide the relevant information in the survey, the data may not reflect the actual number of students. Besides, since these schools have their own mechanisms of classifying students with SEN which may not be comparable with those adopted in public sector schools, provision of breakdown by SEN type may be misleading. Since schools are not required to provide information on all students with SEN with breakdown by other categories, we are not able to provide the relevant figures. We do not maintain relevant data on other private primary and secondary schools.

As support services for children with special needs at pre-primary level are provided by the Social Welfare Department, the EDB does not maintain data on students with special needs at various kindergarten levels. We do not collect relevant figures from Direct Subsidy Scheme schools.

(3)
Schools are requested to adopt the Whole School Approach to support students with SEN through the 3-tier Intervention Model, taking into account their support needs. To help public sector mainstream schools cater for their students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training. Among these additional resources, the provision of the Learning Support Grant (LSG) is calculated according to the number of students with SEN and the tier of support they require. The tier of support for students with SEN is subject to upward or downward adjustment from time to time, depending on the performance of the students, and the distribution of students under the 3-tier Intervention Model may change accordingly. For students with mild or transient learning difficulties, schools will provide them with tier-1 support through quality teaching in regular classrooms. Submission of information about these students to the EDB is not required. The distribution of public sector mainstream primary and secondary schools eligible for LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2014/15 to 2018/19 school years is set out at Appendix 4.

In the 2018/19 school year, 437 public sector mainstream schools receive an LSG exceeding $600,000 whilst 109 of them have reached the LSG ceiling.

When providing additional resources, the EDB takes into account various parameters, such as the number of students with SEN in schools, the level of support they require, the number of classes and the applications of individual schools when need arises, irrespective of the districts in which schools are situated. Hence, we are unable to give a breakdown of the provision by district.

We encourage public sector mainstream schools to fully utilise the LSG provided annually to cater for the needs of their students with SEN in the respective school year. For schools which have accumulated a surplus in excess of 30% of 12 months' provision of LSG at the end of a school year (applicable to aided and caput schools) or financial year (applicable to government schools), the surplus will be clawed back. This arrangement was first introduced to government schools in the 2011-12 financial year and then applied to aided primary and aided/caput secondary schools in the 2011/12 and 2012/13 school years respectively.

The number of schools with LSG clawed back at the end of the 2013/14, 2014/15, 2015/16 and 2016/17 school years (aided and caput schools)/2013-14, 2014-15, 2015-16 and 2016-17 financial years (government schools) by percentage range in relation to 12 months' provision and the amount of LSG clawed back in the school years/financial years concerned are set out at Appendix 5. The total amount of LSG clawed back in the above period was about $9.6 million. As the amount to be clawed back from aided and caput schools for the 2017/18 school year will be confirmed only after the schools' submission of audited accounts by end of February 2019 and verification by the EDB, we are unable to provide the claw-back information for the 2017/18 school year and beyond. With our stepped-up efforts to monitor

and remind schools to better utilise the LSG, the surplus situation of LSG in schools has been improved in recent years. Various measures include providing schools with guidelines on the deployment of LSG and claw-back mechanism, conducting regular school visits to advise on the deployment of resources for supporting students with SEN, organising experience sharing activities among schools, and issuing reminders to individual schools concerned for making improvement should undesirable situation be detected.

**Number of students with special educational needs (SEN)
studying in public sector mainstream primary and secondary schools
by grade level and SEN type from the 2014/15 to 2018/19 school years[(Note 1)]**

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.
2. The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school year and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

Number of students studying in special schools from the 2014/15 to 2018/19 school years(Notes 1 & 2)

School Year	School Type						
	Visual Impairment	Hearing Impairment	Physical Disability	Mild Intellectual Disability (Note 3)	Moderate Intellectual Disability (Notes 3 & 4)	Severe Intellectual Disability (Note 4)	Schools for Social Development
2014/15	126	102	921	3 051	1 865	691	632
2015/16	125	87	915	3 049	1 879	679	600
2016/17	123	89	883	3 103	1 911	687	553
2017/18	112	84	877	3 154	1 992	699	594
2018/19	110	64	907	3 218	2 040	706	614

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Students from the Hospital School are not included due to the transitional nature of the education service provided.
3. The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of schools for children with MiID and MoID (7 schools in the 2014/15 and 2015/16 school years and 5 schools starting from the 2016/17 school year).
4. One school for children with severe intellectual disability has started to operate classes for children with MoID on a pilot basis since the 2017/18 school year.

**Number of students with special educational needs (SEN)
in the English Schools Foundation (ESF) schools, other private international schools and private independent schools (PIS)
from the 2014/15 to 2018/19 school years**

School Year	ESF		PIS		Other Private International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2014/15	136	256	117	175	329	163	582	594
2015/16	230	435	178	277	385	175	793	887
2016/17	245	565	172	231	323	179	740	975
2017/18	439*	422*	183	234	404	284	1 026	940
2018/19	365	458	177	291	482	348	1 024	1 097

* The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to the EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school in the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

Notes:

1. Figures show the position as at September of the respective school years.
2. Statistics cover students with SEN under integrated classes / special classes / special schools in PIS, the ESF and other private international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

Table 1

Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG) by number of students with special educational needs (SEN) requiring tier-2 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-2 support	Number of Schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	7	0	2	1	2	9	1	0	1
1-10	15	92	15	81	11	57	41	50	13	39
11-20	28	72	26	72	26	77	23	67	18	54
21-30	47	41	35	49	26	56	19	57	20	64
31-40	56	27	55	27	47	27	47	34	31	36
41-50	68	31	63	22	62	26	57	30	72	34
51-60	52	31	51	25	62	19	65	21	80	21
61-70	23	17	33	21	37	25	41	21	53	25
71-80	10	21	19	25	22	25	28	14	46	19
81-90	3	16	7	17	9	15	10	23	27	15
91-100	1	8	4	13	8	18	8	18	13	15
More than 100	0	20	2	28	3	35	7	49	8	62

Note:

Starting from the 2017/18 school year, the Learning Support Grant (LSG) covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

Table 2

Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG) by number of students with special educational needs (SEN) requiring tier-3 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-3 support	Number of Schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	41	90	42	77	39	72	66	60	32	50
1-5	243	284	253	294	259	295	270	309	283	299
6-10	14	5	10	6	11	8	12	9	41	21
11-15	2	1	1	3	1	4	3	1	11	11
16-20	0	0	1	0	2	1	1	3	6	0
More than 20	4	3	3	2	2	2	3	3	8	4

Note:

Starting from the 2017/18 school year, the Learning Support Grant (LSG) covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

Number of public sector mainstream schools with the Learning Support Grant (LSG) clawed back and the claw-back amount from the 2013/14 to 2016/17 school years (for aided and caput schools)/ from the 2013-14 to 2016-17 financial years (for government schools)

No. of schools [Note] / Claw-back percentage and amount	2013/14 school year (aided and caput schools)/ 2013-14 financial year (government schools)	2014/15 school year (aided and caput schools)/ 2014-15 financial year (government schools)	2015/16 school year (aided and caput schools)/ 2015-16 financial year (government schools)	2016/17 school year (aided and caput schools)/ 2016-17 financial year (government schools)
Under 5%	27	34	18	6
5–10%	17	15	2	4
11–20%	17	17	8	3
21–30%	9	6	2	0
Over 30%	29	15	3	5
LSG claw-back amount ($ million)	3.5	3.9	1.4	0.8

Note:

The figures denote the position as at March 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3027)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please tabulate the items of expenditure and detailed work arrangements of the Native-speaking English Teacher Section, Special Educational Needs (SEN) Section, Life-wide Learning and Library Section and Gifted Education Section of the Education Bureau in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8719)

Reply:

The major areas of work of and total expenditure on the Native-speaking English Teacher Section, Special Educational Needs Section, Life-wide Learning and Library Section (restructured as the Life-wide Learning Section with effect from 2 May 2017), and Gifted Education Section from 2014-15 to 2018-19 are set out at Annexes 1 to 4 respectively.

Native-speaking English Teacher Section

The Native-speaking English Teacher (NET) Section is responsible for supporting and evaluating the implementation of the NET Scheme and attainment of the Scheme goals. The major areas of work from 2014-15 and 2018-19 are set out in the table below:

Major Area of Work	Description
A. Curriculum development	Literacy programmes and collaborative research and development projects ("Seed" projects) were developed and implemented in both primary and secondary schools to facilitate the implementation of the English Language Curriculum Guide prepared by the Curriculum Development Council, to promote pedagogical innovations and to foster a culture of collaboration among English language teachers, including NETs.
B. School support services	Onsite professional support was provided for both primary and secondary schools to foster collaboration between the NET and local teachers, to give advice on curriculum development, pedagogy, assessment and NET deployment, and to identify and disseminate good practices.
C. Professional development programmes	Professional development opportunities were offered to English teachers, including NETs, through workshops, seminars, cluster meetings, experience-sharing sessions, etc.
D. Learning and teaching resources development	Print and electronic learning and teaching resources were developed for the various NET Section initiatives including literacy programmes and "Seed" projects.
E. Organisation of competitions for students	Competitions were organised to provide a range of opportunities for students to use English in a creative and collaborative way. These competitions also provided professional development opportunities for participating teachers, including NETs.
F. Ad hoc projects	• Development of an e-platform from 2015-16 onwards to enhance the accessibility and visibility of the services and resources offered by the NET Section; • Evaluation of the NET Section's school support services; • Evaluation of the NET Scheme in Primary Schools and the Enhanced NET Scheme in Secondary Schools (ENET Scheme); and • The ENET Scheme's 20th Anniversary Conference.

The total expenditures on curriculum development, school support services, professional development programmes, learning and teaching resources development, organisation of competitions for students and ad hoc projects in the past 5 years are as follows:

2014-15 ($ million)	2015-16 ($ million)	2016-17 ($ million)	2017-18 ($ million)	2018-19 ($ million) (Estimate)
0.5	1.5	0.9	0.7	0.3

The above figures cover the expenditures on procuring the services concerned, developing learning and teaching resources, and implementing various measures. As a significant part of the work mentioned was carried out by officers of the Education Bureau (EDB), the expenditures involved had been subsumed under the overall expenditure of the EDB. A further breakdown of the figures is thus not available.

Special Educational Needs Section

The Special Educational Needs (SEN) Section is responsible for planning and developing the adapted curriculum for special schools and support them to implement the adapted curriculum under the New Academic Structure (NAS) through enhancing the learning and teaching resources for children with intellectual disabilities (ID). The major areas of work from 2014-15 to 2018-19 are set out in the table below:

Major Area of Work	Description
A. Curriculum development	To plan and develop the adapted curriculum for special schools to nurture students with ID and enrich learning and teaching resources through collaborative research and development projects ("Seed" projects) on curriculum adaptation and development of the Learning Progression Frameworks for the core subjects of both basic education and senior secondary education.
B. Professional development programmes	To conduct professional development and training programmes for school heads, curriculum leaders and teachers to implement the adapted curriculum under the NAS for students with ID.
C. Learning and teaching resources development	To develop learning and teaching resources as well as supplementary guides to curriculum and assessment for different subjects at basic education and senior secondary levels for special schools.
D. Other support measures	To support schools implementing the adapted senior secondary curriculum for students with ID under the principle of "One Curriculum Framework for All"; to provide adapted Applied Learning courses for students with ID as elective subject(s) in the senior secondary curriculum which complement other senior secondary subjects by offering studies with stronger elements of practical learning elements which link to broad professional and vocational fields.

Expenditures on curriculum development, professional development programmes, learning and teaching resources development, and other support measures in the past 5 years are as follows:

2014-15 ($ million)	2015-16 ($ million)	2016-17 ($ million)	2017-18 ($ million)	2018-19 ($ million) (Estimate)
16.6	17.8	21.4	22.0	22.1

The above figures cover the expenditures on procuring the services concerned, developing learning and teaching resources, and implementing various measures. As a significant part of the work mentioned was carried out by officers of the EDB, the expenditures involved had been subsumed under the overall expenditure of the EDB. A further breakdown of the figures is thus not available.

Life-wide Learning Section

After the Life-wide Learning and Library Section was restructured as the Life-wide Learning Section with effect from 2 May 2017, it is mainly responsible for the curriculum development and the implementation of Life-wide Learning (LWL) to support students' whole-person development (before the restructuring, also responsible for promoting information literacy among teacher-librarians, and to support the implementation of "Reading across Curriculum" in schools through quality library services). The major areas of work from 2014-15 to 2018-19 are set out in the table below:

Major Area of Work	Description
A. Curriculum development	• To carry out curriculum development in LWL for students' whole-person development, including Other Learning Experiences (OLE) and Student Learning Profile (SLP) at the senior secondary level; and • To identify and promote good practices of library services in primary and secondary schools*.
B. Professional development programmes	• To enhance the capacity of school leaders and teachers in implementing LWL, OLE and SLP; and • To support teacher-librarians in promoting information literacy and reading*.
C. Learning and teaching resources development and support services	• To support schools' implementation of LWL, OLE and SLP; • To support LWL activities for students' whole-person development; and • To maintain the Book Works Reading Site on the EDB website*.
D. Other support measures	• To administer and promote the Hong Kong Jockey Club Life-wide Learning Fund, which subsidises the financially needy students to participate in LWL activities organised or recognised by their schools.

*Carried out by the Curriculum Resources Section from 2 May 2017 onwards

Expenditures on curriculum development, professional development programmes, learning and teaching resources development, support services, and other support measures in the past 5 years are as follows:

2014-15 ($ million)	2015-16 ($ million)	2016-17 ($ million)	2017-18 ($ million)	2018-19 ($ million) (Estimate)
3.9	4.5	4.3	1.1	0.9

The above figures cover the expenditures on procuring the services concerned, developing learning and teaching resources, and implementing various measures. As a significant part of the work mentioned was carried out by officers of the EDB, the expenditures involved had been subsumed under the overall expenditure of the EDB. A further breakdown of the figures is thus not available.

Gifted Education Section

The Gifted Education (GE) Section is responsible for planning, co-ordinating and reviewing the implementation of the curriculum according to the special characteristics of gifted children and the changing contextual demands of the society. The major areas of work from 2014-15 to 2018-19 are set out in the table below:

Major Area of Work	Description
A. Curriculum development	To develop various guidelines, curriculum documents and tools on gifted education such as information folders and School Self-enhancing Tool for schools' reference; to conduct curriculum development visits and advise on gifted education development; and to facilitate inter-school professional dialogues through the GE School Network Initiative.
B. Professional development programmes	To enhance teachers' capacity in promoting gifted education through organising online courses, seminars, workshops, teacher networks, etc.
C. Learning and teaching resources development	To produce learning and teaching packages to support schools in catering for the needs of gifted students in classrooms, pull-out programmes and off-school provisions.
D. Support services	To organise various local competitions and off-school programmes for gifted students, e.g. web-based learning courses, territory-wide competitions in different Key Learning Areas and STEM-related enrichment activities.
E. Sending HK delegates to various overseas student competitions	To collaborate with tertiary education institutions and other educational organisations to provide gifted programmes, competition-related training programmes and affective education to prepare gifted students for national and international competitions, which serve as platforms for gifted students to learn and grow with like-ability peers and to widen their horizons.

Expenditures on curriculum development, professional development programmes, learning and teaching resources development, support services, and sending HK delegates to various overseas student competitions in the past 5 years are as follows:

2014-15 ($ million)	2015-16 ($ million)	2016-17 ($ million)	2017-18 ($ million)	2018-19 ($ million) (Estimate)
7.4	8.1	7.5	6.0	5.6

The above figures cover the expenditures on procuring the services concerned, developing learning and teaching resources, and implementing various measures. As a significant part of the work mentioned was carried out by officers of the EDB, the expenditures involved had been subsumed under the overall expenditure of the EDB. A further breakdown of the figures is thus not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3031)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please give figures on primary and secondary students having transferred to other schools in the past 5 years.

	No. of transferred students with special educational needs	Total no. of students with special educational needs	No. of transferred students without special educational needs	Total no. of students without special educational needs
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2. Please give reasons for students' transfer by category; and

3. What are the Education Bureau's policies on handling students' transfer and the service for supporting transferred students?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1659)

Reply:

1. and 2.
The Education Bureau (EDB) does not require schools to provide specific reasons for the transfer of individual students from one school to another. In general, students may change schools for different reasons (such as moving home, family factors and adjustment problem). A breakdown of the primary and secondary school students having transferred

to other schools just under the categories of those with special educational needs (SEN) and those without does not necessarily give a true picture for reference.

3.
The EDB provides placement assistance for school-age children in need upon request. If there is information indicating that the school transfer is due to special situations of the students (such as poor adjustment in original schools, having SEN or changes in family status) that warrant schools' particular attention, the EDB will contact the schools concerned to make appropriate arrangements for addressing those students' needs. Schools currently adopt the Whole School Approach to provide a variety of preventive, developmental and remedial guidance programmes, such as adjustment programmes, peer support schemes and group counselling, 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 as appropriate to cater for students' different abilities and aptitude, with a view to helping students overcome learning difficulties and handle their behavioural problems.

For students with SEN who need to be transferred to special schools because they are unable to cope with learning in mainstream schools, the EDB will, with consent from parents, place them in suitable 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 have better learning abilities than their peers to educational psychologists for assessment and consideration of transferring them to mainstream schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3032)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government inform this Committee of the following:
1. the number of school bullying cases reported to the Education Bureau (EDB), and among the students involved, the number of those with and those without special educational needs in the past 5 years; and
2. the EDB's policy on handling school bullying and strategy for reducing the occurrence of bullying.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1661)

Reply:

1. Based on the information collected from EDB's annual questionnaire survey on guidance and discipline cases in public sector primary and secondary schools, the number of students (including students with special educational needs (SEN)) involved in school bullying cases in the past 5 years (i.e. from the 2013/14 to the 2017/18 school years) is as follows:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Number of students involved in school bullying cases (students with SEN)	254 (20)	214 (23)	204 (30)	124 (48)	202 (48)

2. EDB will not tolerate any act of bullying in schools. In this connection, circulars and guidelines have been issued requiring all schools to take the matter seriously and implement proactive measures to ensure the safety of students at school. The School Administration Guide sets out guidelines on the handling and prevention of bullying cases for reference to all schools. Schools are advised to adopt the Whole School Approach in formulating and implementing anti-bullying strategies, including clear stance on zero tolerance, proper reporting mechanism and handling procedures, highly transparent monitoring as well as proactive and serious attitude in handling each bullying incident. EDB has also put in

place a mechanism to deal with special cases. Whether direct investigation, handling and follow-up actions are necessary will be determined in the light of the nature and seriousness of the incident.

The anti-bullying awareness of students and staff is also enhanced through preventive education, training programmes and various guidance and discipline programmes. Schools are required to augment the personal growth education and life education elements in various domains of their school curriculum to instil in students a sense of respect for others and help them acquire communication, social and conflict-management skills. Starting from the 2011/12 school year, EDB has launched the Harmonious School – Anti-bullying Campaign. Teaching/promotion materials, an anti-bullying charter and training for Peace Ambassadors on conflict management and peer mediation skills are provided to schools to organise Anti-bullying Day/Week, aiming to guide students in applying empathy to understand the impact of bullying on others and its possible consequences, thereby raising the anti-bullying awareness of students. EDB has also launched the Harmonious School Net and the Wise NET School Recognition Scheme for inter-school sharing of information and successful experiences so as to assist schools in cultivating a harmonious and caring school culture.

We notice that there are more school bullying cases involving students with SEN in the recent two school years. Apart from carrying on with our work in guidance and discipline in schools, we will strengthen the promotion of activities related to anti-bullying and respect for others to cultivate students' respect for differences and their due attitude to get along with others. To facilitate students with SEN to integrate into their school life, EDB will also continue to encourage schools to adopt the Whole School Approach to integrated education. Through peer support programmes, circle of friends, class management activities, collaborative learning, etc., students can get to know and accept each other, and all teachers and students will respect individual differences and jointly develop an inclusive school culture. Besides, home-school cooperation is very important. We urge schools to, through parent education, encourage parents to listen patiently to their children, support them to face difficulties with a caring attitude, maintain communication with schools, and seek help from teachers, guidance personnel and social workers whenever necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3033)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the expenditures on the New Funding Mode under the integrated education policy in each of the years since its implementation by tabulating the figures below:

(1) the unit cost of each type of special school in relation to the unit costs for supporting students with special educational needs and students without special educational needs studying in mainstream schools;

(2) the percentage share of the expenditure on integrated education in the overall education expenditure; and

(3) the percentage share of the expenditure on special education in the overall education expenditure.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1662)

Reply:

Under the prevailing education policy, the Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with special educational needs (SEN) will attend mainstream schools. The EDB has been providing regular subvention for all mainstream schools to cater for the diverse learning needs of students. All students, including students with SEN, will benefit from the support services rendered. In addition, to support mainstream schools in catering for students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training. The total expenditure on additional support and

services provided for students with SEN in mainstream schools on top of regular subvention from the 2014/15 to 2018/19 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 to meet 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 may vary. Hence, providing the unit cost for students with SEN across all mainstream schools or the percentage share of the expenditure on integrated education in the overall expenditure of education is inappropriate. The unit cost of each subsidised place in aided primary and secondary schools from 2014-15 to 2018-19 is set out at Appendix 2.

The average unit cost of each type of special school from the 2014/15 to 2018/19 school years and the percentage share of the expenditure on special education in the overall expenditure of education from 2014-15 to 2018-19 are set out in Part I and Part II of Appendix 3.

Total expenditure on additional support and services provided for students with special educational needs studying in public sector mainstream schools from the 2014/15 to 2018/19 school years (on top of regular subvention)

School Year	Expenditure ($ million)
2014/15	1,222
2015/16	1,310
2016/17	1,392
2017/18	1,638
2018/19 (Revised Estimate)	2,012

Unit cost of each subsidised place in aided primary and secondary schools from 2014-15 to 2018-19

Financial Year	Primary School	Secondary School
2014-15	$51,645	$61,422
2015-16	$55,123	$68,703
2016-17	$57,417	$75,360
2017-18	$59,763	$80,457
2018-19 (Revised Estimate)	$63,200	$86,820

Part I

Average unit cost of each type of special school from the 2014/15 to 2018/19 school years

School Year / School Type	2014/15	2015/16	2016/17	2017/18	2018/19
Visual Impairment	$258,500	$293,000	$320,000	$359,000	$397,500
Hearing Impairment	$279,000	$293,000	$306,000	$343,500	$395,500
Physical Disability	$279,000	$294,000	$314,000	$334,000	$360,000
Mild Intellectual Disability	$171,000	$171,500	$177,000	$195,500	$211,500
Moderate Intellectual Disability	$239,500	$253,000	$260,000	$285,500	$304,500
Severe Intellectual Disability	$313,000	$329,000	$342,000	$361,500	$389,000
School for Social Development	$149,000	$164,000	$181,000	$200,000	$220,000
Hospital School	$167,500	$178,000	$186,000	$198,500	$211,000

Part II

Percentage share of the expenditure on special education in the overall education expenditure from 2014-15 to 2018-19

Financial Year	2014-15	2015-16	2016-17	2017-18	2018-19 (Revised Estimate)
Percentage Share (%)	2.8	2.9	3.3	3.3	2.7

Note:

The Government expenditure on special education is on the increase every year. For 2018-19, since certain education areas have a greater rate of increase in expenditure, the percentage share of the expenditure on special education in the overall education expenditure has a downward adjustment.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2078)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide, in tabular form, the following information in the past 3 years: the measures for promoting humanities subjects and Moral and Civic Education in primary and secondary schools and their implementation progress, as well as the financial and manpower resources involved; and the number of teachers teaching humanities subjects and Moral and Civic Education in all primary and secondary schools in Hong Kong, the teacher-to-student ratios, as well as the amount of public funding involved.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 7)

Reply:

To support the ongoing renewal of the school curriculum at primary and secondary levels, in 2017, the Curriculum Development Council (CDC) updated the General Studies Curriculum Guide for Primary Schools (Primary 1 - Primary 6) and the Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6), which cover key learning elements in different humanities subjects (including General Studies at primary level, Life and Society, Chinese History, History, Geography, etc. at secondary level) for primary and secondary schools. In 2018, the CDC has also endorsed the Revised Curriculum Frameworks of Chinese History (Secondary 1-3) and History (Secondary 1-3), which will be implemented from the 2020/21 school year onwards. Meanwhile, the Education Bureau (EDB) has included Chinese History as an independent compulsory subject at the junior secondary level so that all secondary students can learn Chinese history in a systematic manner.

Moral and civic education (MCE) has been one of the four key tasks in the school curriculum since the curriculum reform in 2001. It is an essential element of whole-person education which emphasises the cultivation of students' positive values and attitudes through the learning of various subjects and diverse learning experiences. It also develops

students' ability to identify the values embedded, analyse objectively and make reasonable judgement on different issues so that they could take proper action and make commitment when dealing with issues or challenges related to oneself, family, society, the country and the world. Among the different values, "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity" and "care for others" are the 7 priority values and attitudes that schools should nurture in their students. By teaching subject content and selecting appropriate life events from different domains, we encourage schools to establish a meaningful connection between MCE and the daily lives of students. Through learning activities such as discussion, sharing and reflection, schools can deepen students' understanding of issues, enhance their abilities to analyse, make judgement and deal with such issues, and encourage them to apply positive values and attitudes.

To support the above measures, the EDB has been organising professional training programmes for teachers of humanities subjects. Resources are developed and school networks are established to support the implementation of Personal, Social and Humanities Education in schools. In the 2017/18 school year, the EDB provided a one-off grant of $100,000 and $150,000 to each public sector and Direct Subsidy Scheme (DSS) primary and secondary schools (including special schools) respectively for the promotion of Chinese history and culture, totalling about $125 million. For the effective implementation of MCE, the EDB has continuously provided schools with life event exemplars developed in the light of social development and organised professional development programmes to enhance teachers' professional knowledge and skills in promoting MCE. In addition, schools may flexibly deploy the annual Operating Expenses Block Grant or Expanded Operating Expenses Block Grant to promote MCE. Schools may also use the Life-wide Learning Grant to be disbursed starting from the 2019/20 school year to organise diversified experiential learning activities beyond the classroom in various curriculum areas (including the humanities, MCE, STEM education, physical and aesthetic development, etc.) to provide students with more lively and enriched learning experiences, broaden their horizons, enhance their motivation and interest in learning, and help them develop positive values and attitudes towards life. The relevant manpower resources and expenses incurred in developing curricula and learning and teaching resources and organising professional development programmes are subsumed under the overall expenditure of the EDB and no breakdown is available.

Based on the information provided by schools, the number of teachers teaching humanities subjects (including Life and Society Chinese History, History, Geography, etc. at secondary level) in public sector and DSS secondary schools (excluding special schools) in the 2015/16, 2016/17 and 2017/18 school years were 7 229, 7 231 and 7 294 respectively. Rather than being taught as a subject, MCE is the shared responsibility of teachers in the whole school. Positive values and attitudes are nurtured in students through subject learning, class teacher periods, student activities and teachers' daily interactions with students. Moreover, there are different ranks of teachers who may teach more than 1 subject. Therefore, the teacher-to-student ratio as well as the amount of public funding for individual subject are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2079)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What measures have been taken to promote environmental protection and recycling in primary and secondary schools in the past 3 years? How are these measures coming along? Please also set out the financial resources and manpower involved.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 8)

Reply:

The Education Bureau (EDB) has been urging all schools to formulate and put in place their school-based environmental policy with a view to enhancing students' environmental awareness, developing their environmentally friendly attitude, practising green living, and promoting environmental education. The environment policy should lay down the school's strategies to enhance environmental education through developing school curriculum, managing school facilities and resources, organising learning activities, etc.

Relevant learning elements, including environmental protection, energy saving and green living, have been incorporated in the curricula of related subjects such as General Studies at the primary level, Geography at the secondary level and Liberal Studies at the senior secondary level. The moral and civic education curriculum of primary and secondary schools has also listed "actively practising green living and making effective use of resources (for example, recycling, recovering of waste and saving energy, etc.)" as one of the expected learning outcomes, thus enabling schools to plan their curriculum in a more systematic manner and nurture positive values and attitudes in students. To deepen students' understanding of relevant knowledge, instill in them an attitude and habit of concern for the environment and treasuring resources, and encourage them to practise green living in their daily lives, schools are also recommended to design a wide range of learning activities, such as talks, class teacher periods, visits, thematic learning weeks and inter-class

activities, with reference to their vision and school context, as well as students' interests and attributes.

For the effective implementation of environmental education, the EDB has continuously provided schools with various learning and teaching resources, including lesson plans and student worksheets based on life events such as "recycling is everyone's responsibility", "the green kiosk casebook" and "living in the global village", and organising professional development programmes for both principals and teachers to enhance their professional knowledge and skills. Furthermore, the EDB has all along been encouraging schools to launch various kinds of textbook recycling programmes, such as donating and selling second-hand textbooks and purchasing reference and story books for loaning to students, through various channels (including the EDB website, circular memorandums and teacher seminars), with a view to enhancing students' environmental awareness and reducing the financial burden of parents. As the above measures are mainly carried out by staff of the EDB, the expenditure involved is subsumed under the EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2080)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the relevant information for the past 3 years: the measures and progress of the promotion of personal development and positive education in primary and secondary schools, and the financial and manpower resources involved.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 9)

Reply:

All along, the Education Bureau (EDB) has been advocating schools to plan their curricula and other learning activities systematically and holistically, so as to provide students with holistic learning experiences conducive to their whole-person development. Learning elements related to personal development are incorporated into the related subjects of primary and secondary schools, such as General Studies at the primary level, Life and Society at the junior secondary level, and Liberal Studies at the senior secondary level. Furthermore, under the Moral and Civic Education Curriculum Framework, the expected learning outcomes for different key learning stage are specified, which include life events and issues related to "Personal Development and Health", to enable schools to help students develop positive values and attitudes through more systematic curriculum planning. Schools are also advised to integrate classroom learning with relevant other learning experiences, such as talks, visits and volunteer services. This could facilitate students to apply what they have learnt and gain authentic experience for whole-person development. To keep teachers abreast of the related knowledge and skills required for implementation, the EDB provides support to schools continuously. Such support includes the provision of professional development programmes for principals and teachers, and the production of various learning and teaching resources with life events as the learning contents. As the expenditure and manpower for learning and teaching resources development and

professional development programmes are subsumed under the recurrent expenditure of EDB, a breakdown is not available.

In line with the school curriculum, the EDB has been actively promoting diversified student development programmes, such as the "Understanding Adolescent Project" and the "Enhanced Smart Teen Project". Through these programmes, primary and secondary schools are encouraged to, by means of adventure-based, team building and problem-solving training as well as parent-child activities, enhance students' resilience, foster their positive values and attitudes, and strengthen their relationship with teachers and parents. All these facilitate students to pursue a healthy lifestyle and whole-person development. Starting from the 2019/20 school year, the EDB will allocate more resources to refine the two student development programmes mentioned above. As for the "Understanding Adolescent Project", group-based student activities and training for parents under the Intensive Programme (IP) will be further enhanced to strengthen support for students and parents. The group size under the IP will be reduced to render more appropriate services to students in need. Regarding the "Enhanced Smart Teen Project", training places will be gradually increased to benefit more students.

Moreover, the "Pupil Ambassador Scheme on Positive Living" has been launched by the EDB. Through experiential activities on life education, the Scheme assists primary and secondary schools in training up pupil ambassadors by enhancing their personal and social development as well as their problem-solving abilities. These ambassadors could then help share in school to promote the positive values of cherishing life in an optimistic life attitude.

In recent years, the EDB has implemented the "WE" Positive Dynamics Scheme based on the concepts of Positive Psychology. The Scheme aims to reduce negative emotions and enhance positive energy of students through teacher training, talks for students/parents, Personal Growth Education, class management activities, and school activities on promoting an appreciation culture, etc..

The expenditure on the above programmes in 2017-18 and 2018-19 is around $59 million and $66 million respectively, and the estimated expenditure for 2019-20 is around $75 million. As the implementation of above programmes is part of the overall student guidance work, we are unable to provide a breakdown of manpower resources involved.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2081)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please tabulate the total provision that the Government undertook to reserve for meeting recurrent and non-recurrent expenditures on education; the provision spent and related arrangements; as well as the provision unspent and related arrangements in each of the past 3 years.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 10)

Reply:

The total provision that the Government has reserved for meeting recurrent and non-recurrent expenditures on education in each of the past 3 years is tabulated below:

Financial Year	Recurrent Expenditure	Non-recurrent Expenditure	Total Provision
2016-17	-	-	-
2017-18	$5 billion	$18.7 billion	$23.7 billion
2018-19	$2 billion	-	$2 billion

In 2017-18, the Financial Secretary reserved a provision of $18.7 billion for meeting the non-recurrent expenditure on education. The Education Bureau (EDB) has used $500 million of the provision to implement suitable projects under the T-excel@hk strategic work plan of the Committee on Professional Development of Teachers and Principals and various measures to enhance the professional development of teachers and principals over a ten-year period starting from the 2018/19 school year. The EDB has also injected $3 billion into the Research Endowment Fund (REF) in 2018. The investment return of the injection will be used to provide non-means-tested tuition fee waiver to local students enrolled in University Grants Committee-funded research postgraduate programmes. Moreover, the EDB has accepted the recommendation of the Task Force on Review of

Research Policy and Funding to inject $20 billion (of which $15.2 billion comes from the balance of the reserved non-recurrent provision) into the REF in 2019.

Upon taking office, the current-term Government has reserved $5 billion recurrent funding for education, and reserved an additional recurrent funding of $2 billion in the 2018-19 Budget to further implement quality education. Starting from the 2017/18 school year, the EDB has implemented a series of education improvement measures involving $3.6 billion. The EDB will use the balance of the reserved provision to take forward the following new initiatives starting from the 2019/20 school year:

(i) Implementing the all-graduate teaching force policy in public sector primary and secondary schools (including special schools) (full-year impact: additional provision of about $1.5 billion);

(ii) Providing a recurrent Life-wide Learning Grant for public sector schools to promote life-wide learning with enhanced efforts (full-year impact: additional provision of about $900 million); and

(iii) Improving various support initiatives under the Integrated Education policy (full-year impact: additional provision of about $800 million).

The EDB will make effective use of the balance of the reserved recurrent funding to provide necessary resources for nurturing our next generation.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2082)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise of the total numbers of primary and secondary students and teachers that participated in Mainland exchange activities and the percentage that these student participants accounted for in total student population in the past 3 years. Please also provide figures on the distribution of provinces and cities involved in these exchange activities. Next year, will the Government allocate additional resources for organising more Mainland exchange activities in the Greater Bay Area to enhance the understanding of our nation among local students and teachers?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 11)

Reply:

The Education Bureau (EDB) organises Mainland exchange programmes for students, or subsidises those organised by schools every school year. These programmes cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities. Students' participation is on a voluntary basis. The EDB does not collect information about individual students' participation in Mainland exchange programmes, and does not have the percentage of students who have or have not participated in such programmes. The numbers of primary and secondary school students receiving subsidies for Mainland exchange programmes in the past 3 years (the 2016/17, 2017/18 and 2018/19 school years) are as follows:

School Year	Number of Students (rounded down to the nearest hundred)	
	Secondary Students	Primary Students
2016/17	35 300	24 500
2017/18#	40 200	26 800
2018/19+	40 200	33 600

Actual figures revised from last year's estimates
+ Provisional figures

Teachers participate in the aforesaid Mainland exchange programmes as learning facilitators according to the "1 teacher : 10 students ratio". Besides, the EDB also organises various professional exchange programmes for teachers. The numbers of participants in the past 3 years are as follows:

School Year	Number of Teachers (rounded to the nearest ten)
2016/17	690
2017/18#	760
2018/19+	1 800

Actual figures revised from last year's estimates
+ Provisional figures

For the 2019/20 school year, the EDB has allocated a budget of $115 million for providing students with adequate Mainland exchange opportunities and $13.2 million for organising various professional exchange programmes for teachers on a continuous basis. These exchanges will cover trips to different provinces and cities in the Mainland, including more exchange opportunities for students and teachers in the Greater Bay Area.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2083)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What were the expenditures and specific arrangements involved in supporting higher education institutions from Guangdong, Hong Kong and Macao in jointly operating education institutions in the past 3 years? What additional resources will be deployed in the coming year to support higher education institutions from Guangdong, Hong Kong and Macao in jointly operating education institutions, as well as the joint development of academic programmes, laboratories and research centres in the Greater Bay Area?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 12)

Reply:

The Education Bureau (EDB) supports universities and institutions of Hong Kong in making use of incomes from self-financing activities and private donations to offer education services in the Greater Bay Area, and to give full play to the characteristics of Hong Kong's higher education sector and its strength in terms of internationalisation. Many Hong Kong post-secondary institutions are already carrying out different forms of collaboration with Mainland institutions in cities of the Greater Bay Area. Among them, the United International College in Zhuhai was jointly founded by the Hong Kong Baptist University (HKBU) and Beijing Normal University as early as 2005. The Chinese University of Hong Kong (CUHK) partnered with Shenzhen University to establish the Chinese University of Hong Kong (Shenzhen) in 2014. In December 2018, the Guangzhou Municipal People's Government, Guangzhou University and The Hong Kong University of Science and Technology (HKUST) signed an agreement in Guangzhou to jointly establish Hong Kong University of Science and Technology (Guangzhou). Hong Kong post-secondary institutions have also been working closely with Mainland institutions in research. As at end November 2018, institutions of Hong Kong have engaged in over 300 collaborative academic research projects with institutions of Guangdong Province and Macao. In addition, six Hong Kong post-secondary institutions (including The City University of Hong Kong, HKBU, CUHK, The Hong Kong Polytechnic University,

HKUST and The University of Hong Kong) have set up Industry, Academic and Research Bases or research institutes in Shenzhen to step up research and development (R&D) cooperation with Mainland institutions. The offering of education services and setting up of research institutes in the Mainland belong to the self-financing activities of Hong Kong post-secondary institutions and do not involve any form of public funding.

In addition, the Memorandum of Understanding on Strengthening Higher Education Cooperation between Guangdong and Hong Kong signed between the EDB and the Education Department of Guangdong Province in November 2017 has further deepened and strengthened the cooperation of Guangdong and Hong Kong in high-level R&D projects, sharing and conversion of scientific research findings, as well as academic exchanges and collaborations. As the support to universities and institutions of Hong Kong in providing education services in the Bay Area is part of the day to day work of the EDB, we are unable to provide a breakdown of the expenditure involved.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2084)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What were the expenditures and specific arrangements involved in the promotion of cooperation in vocational education in Guangdong, Hong Kong and Macao in areas such as student admissions, employment, training and development, exchanges of teachers and students as well as skills competitions in the past 3 years? Please provide a list of projects that involve Hong Kong and Macao jointly operating education institutions with their Mainland counterparts, as well as exchange and collaboration programmes among various training bases for vocational education in the Greater Bay Area.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 13)

Reply:

The Vocational Training Council (VTC) has all along been collaborating closely with the vocational education and training institutions in Guangdong. Joint programmes include the Higher Diploma in Electrical Engineering (Electrical Services) programme offered with Shenzhen Polytechnic and the Bachelor's Degree in Food Quality and Safety programme offered with Jinan University, Guangzhou. Also, the VTC has, through different channels, recruited students from the Mainland to pursue local studies in its member institutes in recent years.

The Institute of Professional Education and Knowledge under the VTC provides in-service training for vocational institutions, primary and secondary schools, as well as divisions of municipal governments in the Mainland. A total of 39 joint projects were completed in Macao and a number of cities within the Greater Bay Area (including Guangzhou, Shenzhen, Zhuhai, Foshan, Dongguan, Zhongshan and Zhaoqing) in the past 3 years, covering such areas as vocational and professional education and training, training for public officers, training for primary and secondary school teachers, and corporate training.

The VTC also encourages its students to participate in Mainland exchange activities of long or short duration, so as to learn about the latest development of our country. Regarding work placement, students from VTC have joined internship programmes offered by enterprises in Guangzhou, Dongguan, Shenzhen, Zhongshan and Zhuhai.

In respect of skills competition, Guangzhou, Hong Kong, Macao and Chengdu take turns to organise the Guangzhou/Hong Kong/Macao/Chengdu Youth Skills Competition very two years. The Competition seeks to provide young people with opportunities to exchange professional skills and share experiences, thereby promoting skills education and enhancing the social status of technicians.

In collaboration with Mainland authorities, the VTC also conducts testing of occupational skills and examinations under the One Examination, Multiple Certification System. Candidates may have their qualifications recognised by Hong Kong, Mainland, and international professional organisations if they pass a common examination.

The VTC does not maintain separate figures on resources dedicated to promoting the cooperation in vocational education in Guangdong, Hong Kong and Macau.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2085)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise on the numbers of primary and secondary schools that have formed sister schools with their counterparts in the Mainland, with a breakdown by province and municipality, and the number of participants from various schools that have participated in the exchange activities under the Sister School Scheme in the past 3 years. Will the Administration allocate more resources in the coming year to enhance exchanges and cooperation in basic education, and encourage primary and secondary schools of Guangdong, Hong Kong and Macao to form sister schools? What will be the amount of financial resources and support dedicated to setting up schools or operating classes with boarding service for Hong Kong and Macao children in Guangdong in the coming year?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 14)

Reply:

The Education Bureau (EDB) launched the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) from the 2015/16 to 2017/18 school years, under which a fixed grant of $120,000 per annum and professional support were provided for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. The number of schools participating in the Pilot Scheme and the number of participation in exchange activities are tabulated below:

School year	Secondary school	Primary school	Special school	Total no. of schools	No. of participation in exchange activities*
2015/16	150	139	13	302	6 960
2016/17	223	228	20	471	51 640
2017/18	250	260	25	535	69 280

* Figures are rounded to the nearest ten.

The Government has regularised the Pilot Scheme with effect from the 2018/19 school year to provide a recurrent grant (which is set at $150,000 for the 2018/19 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year) and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. As at March 2019, 626 local schools have applied for the Grant for the Sister School Scheme. Applications are open all year round. It is anticipated that there will be about 700 participating primary, secondary and special schools in the 2018/19 school year.

Apart from forming sister schools with their counterparts in the Mainland through the coordination of the EDB, local schools may also form sister schools with their counterparts in the Mainland on their own initiative through other means. The EDB does not require schools to report the information on their sister schools formed via their own networks or require the schools participating in the Pilot Scheme to provide information on all their sister schools in the Mainland. According to the information submitted by schools that have applied for the Grant for the Sister School Scheme for the 2018/19 school year (as at March 2019), 626 local schools have paired up with their counterparts in the Mainland as 1 600 pairs of sister schools (with some local schools pairing up with more than one Mainland school as sister schools). The distribution of the provinces/municipalities to which these Mainland sister schools belong is as follows:

Province/Municipality	No. of pairs of sister schools	Province/Municipality	No. of pairs of sister schools
Guangdong Province	808	Beijing Municipality	219
Zhejiang Province	169	Shanghai Municipality	84
Sichuan Province	54	Fujian Province	43
Jiangsu Province	33	Shaanxi Province	25
Hubei Province	24	Shandong Province	15
Guizhou Province	15	Yunnan Province	13
Henan Province	12	Guangxi Zhuang Autonomous Region	11
Jilin Province	10	Hunan Province	10
Hainan Province	8	Liaoning Province	8
Tianjin Municipality	6	Jiangxi Province	6
Shanxi Province	5	Chongqing Municipality	4
Gansu Province	3	Anhui Province	3
Hebei Province	3	Ningxia Hui Autonomous Region	3
Inner Mongolia Autonomous Region	2	Qinghai Province	2
Heilongjiang Province	2		

The EDB will continue to provide assistance to local schools to form sister schools in the Mainland to promote more in-depth professional exchange and multi-faceted collaboration,

with a view to enhancing the quality and quantity of sister school exchanges, and hence facilitating cultural exchange and increasing teachers' and students' knowledge and understanding of the Mainland.

Regarding the setting up of schools for Hong Kong children in various cities in the Greater Bay Area, the EDB is collecting views of school sponsoring bodies in Hong Kong about their interest and concerns. As it is still at the stage of exploration and discussion, the EDB is unable to provide any information on the related financial resources or support.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2086)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Paid Non-local Study Leave Scheme for Secondary School Teachers, please advise of the number of participating teachers in each of the past years, the amount of grant per teacher, the places and institutions of study, and training contents. Please also advise whether the effectiveness of the scheme in enhancing teaching quality has been assessed?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 15)

Reply:

The Education Bureau (EDB) launched the "i-Journey" Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) as a three-year pilot scheme in the 2017/18 school year. Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiatives/research. The first batch of the Scheme commenced in the 2017/18 school year, with the participation of 50 secondary teachers in total. For the second batch, it starts in the 2018/19 school year, with the participation of 40 secondary teachers in total.

The details of the Scheme are as follows:

2017/18 school year (First Batch of the Scheme)			
Destination	Institution	Subjects/Areas covered in the training	No. of teachers
Helsinki & Jyväskylä, Finland	University of Jyväskylä	Interdisciplinary Learning & Entrepreneurship Education	15
Melbourne, Australia	Deakin University	Catering for Students with Special Educational Needs (SEN)	20
Exeter, the United Kingdom	University of Exeter	STEM Education	15

2018/19 school year (Second Batch of the Scheme)			
Destination	Institution	Subjects/Areas covered in the training	No. of teachers *Provisional figures
Turku, Finland	University of Turku	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	University of Southampton	Assessment Literacy	15
Singapore	National Institute of Education, Nanyang Technological University	STEM Education	10

Programmes offered in different places may have different content and hence the expenditures vary. On the whole, the cost for each participating teacher in the first batch of the Scheme ranged from around $90,000 to $130,000. With the expenditure on employment of supply teachers taken into account, the cost for each participating teacher would range from around $130,000 to $180,000. Since the items for the second batch of the Scheme have yet to be finalised, expenditure figures are unavailable at the present stage.

The EDB will monitor the implementation of the Scheme at different stages and collect data and information to review its effectiveness. Upon completion of the three-year pilot Scheme, an evaluation report will also be compiled. For teachers participating in the first batch of the Scheme, they are now implementing the initiatives/research proposals drawn up for their schools. The EDB will scrutinise the reports submitted by these teachers and collect their views as well as those of school principals through questionnaire and interview in order to assess the effectiveness of the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2088)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will provide public sector and Direct Subsidy Scheme primary and secondary schools with additional resources starting from the 2019/20 school year to strengthen the administrative support for schools and their management committees with a view to strengthening school-based management and reducing the administrative work of teachers and principals. Please provide details of the provisions, and tabulate the manpower to be created and the estimated number of students and schools that will benefit from such an initiative.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 17)

Reply:

Starting from the 2019/20 school year, the Government will provide all public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) with additional resources to strengthen the administrative support for schools and their management committees. About 1 000 schools will benefit from the initiative, and the additional expenditure involved is around $570 million each year. Students studying in public sector schools and DSS schools will benefit from the initiative.

The Education Bureau (EDB) will implement the "One Executive Officer for Each School" policy in public sector schools and DSS schools starting from the 2019/20 school year. These schools will be provided with resources for hiring additional administrative manpower. We expect that the increased administrative manpower will help reduce the administrative work of teachers and principals so that they could focus more on teaching and taking care of students' development, enabling schools to review their school-based administrative arrangements and requirements, streamline administrative procedures, and strengthen school administrative support and efficacy, thereby enhancing the quality of school management. Schools are required to recruit at least one full-time School

Executive Officer (School ExO) with a local bachelor's degree (or equivalent), regardless of whether they choose to create a regular School ExO post or receive the School Executive Officer Grant (SEOG). Schools receiving the SEOG may procure school administration-related service from service provider(s) which should include the provision of at least one full-time school-stationed School ExO with a recognised degree.

Besides, the EDB will provide recurrent subvention for the above schools to support the operation of their management committees, such as organising meetings and election of school managers, and strengthening training for school managers/members of management committees. In the 2019/20 school year, the subsidy for each public sector school will be $50,000 per year. Relevant details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2089)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will rationalise the salaries for school heads and deputy heads in public sector primary schools, and continue to support the work of the task force set up to review the school-based management policy and its implementation with a view to enhancing the management quality of primary schools. Please set out the estimated expenditure involved, the number of school heads benefitting from the initiative, and the key tasks of the task force.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 18)

Reply:

In the Policy Address delivered in October 2017, the Chief Executive proposed to set up various task forces to carry out in-depth reviews on 8 key areas of education, including the professional development of teachers and implementation of school-based management. To follow up on the proposal, 2 task forces were set up to study the professional development of teachers and school-based management respectively in November 2017.

The Task Force on Professional Development of Teachers is tasked to study feasible options for establishing a professional ladder for teachers; the ranking arrangement of school management in primary, secondary and special schools; and the timetable for an all-graduate teaching force. The Task Force held a 2-month public consultation on its preliminary recommendations from July to September 2018. As the early implementation of the all-graduate teaching force policy gained wide support during the consultation, the Task Force first submitted the relevant recommendations to the Government for consideration in late September 2018. Accepting the recommendations, the Chief Executive announced in her 2018 Policy Address that the Government would implement in one go the all-graduate teaching force policy in public sector primary and secondary schools in the 2019/20 school year. Schools may, taking into account their school-based

circumstances, achieve full implementation in 2 years. In tandem with the full implementation of whole-day schooling and the all-graduate teaching force policy in primary schools, the Government plans to improve the manpower at the middle management level and rationalise the salaries for school heads and deputy heads in public sector primary schools with a view to raising the management quality of primary schools as well as retaining and attracting talents, so as to further enhance the quality of education. The Task Force has put forward recommendations to the Government in respect of these 2 areas. The Government after consideration consulted the Legislative Council Panel on Education on 29 March 2019, and will submit the funding proposal to the Establishment Subcommittee and Finance Committee in due course. If the proposal to rationalise the salaries for school heads and deputy heads in public sector primary schools is approved, it is estimated that the annual additional expenditure involved will be around $210 million. The number of school heads and deputy heads in public sector primary schools who stand to benefit from the initiative will be over 1 250.

The Task Force on School-based Management Policy is tasked to study measures for optimising the school-based management policy; strengthening the administration capabilities of schools; and streamlining school administrative arrangements, thereby unleashing capacity for the education sector. After studying the current implementation of the school-based management policy in aided schools, the Task Force consulted the education sector and stakeholders on its preliminary recommendations between June and September 2018. Since the recommendation on dedicating additional resources to strengthening the administrative support for schools was widely supported by the stakeholders, the Task Force recommended the Government to first implement the relevant measures. The Government accepted the recommendation and the Chief Executive announced in her 2018 Policy Address that, starting from the 2019/20 school year, all public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) would be provided with additional resources to strengthen the administrative support for schools and their management committees, including providing additional administrative manpower and strengthening training for school managers. We expect that the increased administrative manpower will help reduce the administrative work of teachers and principals so that they can focus more on teaching and taking care of student development, and at the same time, enable schools to review their school-based administrative arrangements and requirements, streamline administrative procedures and strengthen school administrative support and capabilities, thereby enhancing the quality of school management. The additional expenditure involved is around $570 million each year and the total number of public sector and DSS schools benefitting from the initiative will be around 1 000 (including some 480 primary schools).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2090)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will continue to allow schools to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. With effect from the 2019/20 school year, these posts converted from the 2 grants will be included in the calculation of promotion posts. Full conversion of the 2 grants into regular posts will be achieved in the 2022/23 school year. Has the EDB estimated the number of regular teaching posts to be increased and the number of schools that will benefit from the said arrangement?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 19)

Reply:

To provide more stable teaching manpower for schools to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services, schools are allowed to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts from the 2016/17 school year. After considering schools' implementation of the policy and the views of the sector, the Education Bureau has decided to further enhance the measure. With effect from the 2019/20 school year, the regular teaching posts converted from the 2 grants will be counted towards the calculation of promotion post entitlement in order to strengthen the middle management manpower for taking relevant education initiatives forward, and the 2 grants will be converted into regular teaching posts across the board in the 2022/23 school year. From the 2016/17 school year to the across-the-board conversion of the 2 grants into regular teaching posts, it is expected that around 950 graduate teacher posts will be provided. All public sector secondary schools (including special schools) operating senior secondary classes will benefit from the policy. It is estimated that there will be about 440 eligible schools in the 2019/20 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2091)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Is there any long-term policy to promote paperless classroom? While the Government has promoted e-learning for years, e-textbooks are not widely used in schools. Is there any plan to optimise the use of information technology in class?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 20)

Reply:

The Education Bureau (EDB) launched the Fourth Strategy on Information Technology in Education (ITE4) to enhance schools' information technology (IT) environment in terms of hardware, resources and teacher training, thus enabling schools to devise school-based plans for practising e-learning in the light of their school contexts and development needs, so as to make good use of IT to enhance learning and teaching effectiveness. As part of EDB's efforts to promote e-learning, schools are encouraged to use the right technology in teaching and learning at the right time when considering whole school planning and use of IT for teaching. The promotion of e-textbook development aims to provide schools with another option of quality learning and teaching resources in addition to printed textbooks. As one of the many learning modes, e-learning, which is ever evolving and diversified in nature, is an open and flexible mode of learning. There is no so-called best practice or standard which schools should follow. E-learning measures are not necessarily more effective than conventional measures in every case. As such, schools are not compelled to follow any fixed standards or practices. In fact, all along schools should exercise professional judgment, in selecting and adopting suitable learning and teaching resources (including e-textbooks and other electronic learning resources) that suit students' needs and school contexts so as to cater for learner diversity. The EDB will continue to strengthen teachers' professional capabilities in using e-textbooks and other e-learning resources through professional development programmes, learning communities, school visits, etc.

To continuously enhance various support measures under the ITE4, we have been reviewing the progress and effectiveness of relevant measures through different means such as school visits, questionnaire surveys and case studies. Schools hold a positive view towards e-learning and generally agree that it is conducive to strengthening the learning motivation and self-directed learning ability of students. The EDB will continue to keep in view schools' needs for support in the implementation of e-learning.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2092)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Administration will regularise the Pilot Training and Support Scheme with the quota increased to 1 200 per cohort and the monthly government subsidy increased by $500 per student per month. How many students and schools benefited from the Scheme in the past 3 years? The Administration will also introduce a new pilot incentive with a non-recurrent funding of $108 million to employers participating in the workplace assessment under the Scheme for 3 years from 2019-20 to 2021-22. Please advise the detailed funding arrangement.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 21)

Reply:

The Government has implemented the Pilot Training and Support Scheme (the Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year. Under the collaboration of the Government and participating industries, the Scheme has integrated structured apprenticeship training and clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. As at 28 February 2019, the Scheme has benefited more than 4 600 trainees.

The Education Bureau will regularise the Scheme from the 2019/20 academic year. To evaluate trainees' abilities and performance in the workplace more effectively, the VTC will introduce a three-year pilot incentive to employers participating in workplace assessment under the Scheme as the Scheme is regularised. The incentive seeks to encourage employers who have joined the Scheme to participate in workplace assessment for trainees to facilitate training content adjustment more effectively for improving trainees' work performance. Given that employers need to allocate resources for trainees, arrange equipment to assess trainees' abilities and take part in specific assessment, the Government will provide employers participating in the pilot incentive with a maximum subsidy of

$36,000 (per trainee). Industries that are taking part in the pilot incentive include electrical and mechanical engineering and construction, printing, automobile, watch and clock, testing and certification, and aviation.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2093)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Administration has implemented the industry attachment programme to enhance students' employability. What are the specific arrangements and provisions of the programme? How many students and schools are expected to be benefited from the programme?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 22)

Reply:

With the Government's one-off funding support of $43 million in 2012-13, the Vocational Training Council (VTC) had launched a 2-year pilot programme to support industrial attachments for students pursuing subvented Higher Diploma programmes in the 2012/13 and 2013/14 academic years. The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employability. Given the effectiveness of the programme, recurrent funding of about $18 million has been allocated to the VTC annually starting from the 2014/15 academic year to provide industrial attachment opportunities mainly for students pursuing subvented Higher Diploma programmes and certain Diploma of Vocational Education programmes. About 9 000 students in the VTC will benefit every year and the same applies to the 2019/20 academic year.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2094)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Administration will continue to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes, while expanding its scope to cover students undertaking creative industries programmes. Please provide details of the funding arrangement, including the amount of funding and the numbers of students and schools expected to benefit from it.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 23)

Reply:

To encourage the public to pursue continuing education, the Government has implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Pilot Scheme) to provide tuition fee subsidy for a total of 5 600 students in 3 cohorts from the 2016/17 academic year admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology. The amount of subsidy is capped at $45,000 per person, and the total commitment for the Pilot Scheme is $200 million.

The Government will continue to implement the Pilot Scheme with an additional funding of $234 million (i.e. increase total commitment to $434 million) to benefit another 5 600 students admitted to the above programmes from the 2019/20 to 2021/22 academic years. In addition to programmes that belong to the above-mentioned categories, the scope of the Pilot Scheme will be expanded to cover creative industry programmes offered by the VTC, providing tuition fee subsidy to 2 500 practitioners in the creative industry. The amount of subsidy is capped at $36,000 per person. The funding will be used to meet the payment of tuition fee subsidy and cover the VTC's administrative costs for implementing the Pilot Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2095)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of reported cases of school bullying and cyber-bullying received by the Education Bureau (EDB) in each of the past 3 years, and an update on the progress of these cases. Will the EDB step up its current policy initiatives to combat school bullying and cyber-bullying in a more effective manner and provide victims with better support? If yes, what are the specific arrangements, as well as the expenditure and manpower involved? Will additional resources be allocated for this purpose?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 24)

Reply:

Based on the information retrieved from the EDB's annual questionnaire surveys on guidance and discipline cases in public sector primary and secondary schools, the number of student cases involving school bullying and cyber-bullying in the past 3 school years (i.e. from the 2015/16 to 2017/18 school years) is tabulated below. Given the uniqueness of each case, it is not possible to handle all cases with standard procedures and difficult to indicate their progress with statistics. Thus the EDB has not collected information on the progress of case-handling and therefore the required information is not available.

School year	2015/16	2016/17	2017/18 (Note)
Number of student cases involving school bullying	204	124	202
Number of student cases involving cyber-bullying	-	-	54

Note: Starting from the 2017/18 school year, cyber-bullying is added as a separate category. Cyber-bullying cases are therefore not included in the 202 cases of school bullying.

The EDB will not tolerate any act of bullying (including cyber-bullying) in schools. All along, we have been maintaining close contact with schools through circulars, guidelines and training, requiring all of them to take the matter seriously and implement proactive measures to ensure the safety of students at school and strive to create a harmonious school environment which is conducive to students' learning by raising the awareness of anti-bullying among students and staff and handling bullying incidents in schools in an appropriate manner.

Regarding the handling of school bullying and cyber-bullying, if there are bullying (including cyber-bullying) incidents, schools should intervene and take follow-up action as soon as possible, taking education, guidance and protection of their students as their prime concern. In the process of handling these cases, schools have to work together with parents to help students involved rectify their behavioral problems and better protect the students being bullied. If suspected abuse is involved, schools may consult the Social Welfare Department (SWD) so that case referral and counselling services can be provided. For serious cases, schools should report them to the Police immediately to seek assistance. The EDB will liaise with schools, the SWD and the Police on appropriate ways to handle cases.

Schools are equipped with professionals, including guidance personnel, school social workers and school-based educational psychologists, etc., who provide necessary support and mediation service for students in need. To strengthen schools in better catering for the needs of students (including the students being bullied), the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" as soon as possible according to school-based circumstances. It is estimated that the annual additional recurrent expenditure in ordinary primary schools is around $111 million. Starting from the 2019/20 school year, the Government will implement the policy of "two social workers for each school" and enhance supervisory support in over 460 secondary schools in the territory. The additional full year recurrent provision involved will be around $313 million.

Moreover, the EDB attaches great importance to the prevention of school bullying. At the curriculum level, learning topics like personal growth, interpersonal relationships and protecting oneself are covered in the Key Learning Areas, subjects and the curricula of moral and civic education of primary and secondary schools, with a view to helping students develop positive values and attitudes, such as empathy and respect for others, and acquire skills of conflict resolution and establishing harmonious interpersonal relationships. The framework on "Information Literacy for Hong Kong Students" is also provided for schools to guide students in using information and communication technology effectively and ethically, and refusing to engage in any improper acts like cyber-bullying. Besides, we have provided relevant professional development programmes for teachers and an information kit for reference by schools in undertaking parent education in this regard. Moreover, through organising seminars, the EDB helps parents develop proper attitudes of their children in using information technology in daily life and study. A telephone hotline has also been set up to provide individual support for parents, teachers and students in need. As the above work forms part of the curriculum tasks and the overall information technology education, separate figures on the financial resources and manpower required are not available.

As regards school activities, the EDB has organised diversified programmes on student growth for schools, such as the "Understanding Adolescent Project (Primary)", "Pupil Ambassador Scheme on Positive Living" and "Enhanced Smart Teen Project" , to promote the spirit of caring, respect and self-discipline. Starting from the 2011/12 school year, the EDB has launched the Harmonious School – Anti-bullying Campaign. Teaching resources, an anti-bullying charter and promotional materials are provided for schools for organising their own Anti-bullying Day/Week, with the aim of guiding students to understand the impact of bullying on others and its possible consequences with empathy, thus raising their anti-bullying awareness. Student Peace Ambassadors are also trained to acquire skills on peer mediation, so that they can assist in resolving conflicts on campus. The EDB has recently launched the Harmonious School Net and the Wise NET School Recognition Scheme for inter-school sharing of information and successful experience, with a view to minimising the occurrence of bullying incidents. The expenditure of the above programmes in 2018-19 is about $66 million. The EDB will review the implementation of these programmes and increase the provision of resources when necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2096)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise on the number of sexual harassment cases in schools received in each of the past 3 years and the progress of handling these cases. Will the Government enhance the existing policy measures to curb sexual harassment in schools more effectively and strengthen the support for victims? If yes, what are the specific arrangements, and the financial resources and manpower involved? Will more resources be allocated by the Government?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 25)

Reply:

The Education Bureau (EDB) has been taking various measures to assist schools in creating a sexual-harassment-free working and learning environment. In respect of policy, the EDB works with the Equal Opportunities Commission (EOC) in providing guidelines to help schools formulate measures for elimination and prevention of sexual harassment and develop procedures for handling related complaints. Schools are advised to take reasonably practicable steps, including developing a school policy in written form to eliminate sexual harassment and raise the understanding and awareness of teaching staff and students about sexual harassment. Moreover, to ensure the safety of students, the EDB has reminded schools through circular that they should request prospective employees to undergo Sexual Conviction Record Check (SCRC) at the advanced stage of the employment process.

In respect of curriculum, learning elements related to sex education, such as personal development, protection of body and gender equality, are included in the curricula of Key Learning Areas, subjects and moral and civic education of primary and secondary schools.

We have also produced web-based learning and teaching resources on topics such as prevention of sexual abuse and sexual harassment, and organised relevant professional development programmes for teachers to support schools in implementing sex education. The EDB also encourages schools to organise preventive and developmental guidance activities on sex-related issues for students at weekly assemblies or in class-teacher periods.

Regarding the professional development and training of teaching staff, the EDB has included the knowledge on and techniques for handling and preventing sexual harassment in various training programmes organised for school principals, middle managers and teachers, so as to raise the alertness of schools and teaching staff to sexual harassment. The EDB also co-organises with the EOC thematic talks on policy on eliminating sexual harassment for school management staff from time to time. Furthermore, to raise the awareness of teachers and social workers of protecting students from sexual abuse or harassment, the EDB holds talks or seminars on helping affected students through early identification, intervention and support every year.

To protect student safety, schools must report and submit relevant information to the EDB for follow-up actions if the sexual harassment cases in schools being handled involve inappropriate behaviour, serious misconduct, or suspected child sexual abuse committed by teaching staff. For cases suspected to involve criminal offence, schools should report them to the Police. If any teacher is convicted of a serious offence (including sexual offence, especially if the victim is a child or his/her student) or commits an act of serious misconduct (e.g. his/her conduct may pose serious risks to the safety and well-being of students), the EDB will cancel or refuse his/her teacher registration. As stipulated in the Education Ordinance, unless with the permission in writing of the Permanent Secretary for Education, the teacher concerned shall not enter or remain in any school. For students involved in sexual harassment cases in schools, professional staff in schools, including student guidance personnel, school social workers, and school-based educational psychologists, will provide support, follow-up and referral service in their professional capacity as appropriate.

Considering that related work on prevention of sexual harassment in schools is integrated in different curricula and activities, and the professional development and training of teaching staff and handling sexual harassment cases in schools currently form part of the regular responsibilities of the relevant divisions of the EDB, the EDB has not separately earmarked provision for the work in this regard and the expenditure involved has been subsumed under the overall expenditure of the EDB. The EDB will, on an ongoing basis, review the measures and efforts on prevention of sexual harassment in schools and seek enhancement when appropriate.

As for post-secondary education, all post-secondary institutions in Hong Kong are independent and autonomous bodies and they, same as other organisations and associations in Hong Kong, have an obligation to take reasonable and practical steps to prevent sexual harassment on campus, including laying down a relevant policy in writing and setting up a mechanism to handle complaints about sexual harassment. To our understanding, all post-secondary institutions have developed policies for preventing and handling sexual harassment and put in place a complaint-handling mechanism and relevant procedures to ensure that every case is handled in a serious and impartial manner.

The number of sexual harassment cases in primary and secondary schools received by the EDB in the 2015/16, 2016/17 and 2017/18 school years are 10, 10 and 13 respectively. The EDB has finished handling 32 of these cases, while 1 case is being processed. Figures on sexual harassment cases in post-secondary institutions are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2097)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2019/20 school year, the Government will increase recurrent funding for Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools by about $30 million which will serve as additional resources for organising more community-based and school-based parent education programmes or activities. In this connection, please advise this Committee of the specifics of the related funding arrangement, the respective numbers of parents and schools to be benefited from this initiative, the number of additional parent education programmes or activities to be organised, as well as the contents of such programmes or activities. Does the Government plan to step up parent education with a view to enhancing their awareness of and abilities in handling cyberbullying and other issues, as well as mental illness such as "gaming disorder"?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 26)

Reply:

Parents play a vital role in the development and learning of their children. To enhance home-school co-operation and promote parent education, the Education Bureau (EDB) will, starting from the 2019/20 school year, provide additional resources for Federations of Parent-Teacher Associations (FPTAs) and Parent-Teacher Associations (PTAs) of schools. From the 2019/20 school year, the number of parent activities that each FPTA can apply for under the Subsidy for Home-School Co-operation Activities will be increased from 3 to 4. The EDB will also introduce the Subsidy for Joint Cross-district Parent Activities. Each FPTA may apply for this subsidy for organising 1 cross-district parent activity with other FPTAs. As for PTAs, the ceiling of the Subsidy for Home-School Co-operation Activities and the Subsidy for Joint Home-School Co-operation Project will be increased from $5,000 and $10,000 to $10,000 and $20,000 respectively. To encourage kindergartens (including kindergarten-cum-child care centres) to set up PTAs to foster home-school co-operation, the amount of subsidy that each kindergarten may apply for under the Set Up Grant will be

increased from $5,000 to $10,000 while the Annual Grant will be increased from $5,474 to $10,948.

The EDB encourages FPTAs and PTAs to make use of the additional resources to organise more activities with a view to strengthening home-school co-operation and enhancing parent education. These activities may include parent education programmes and parent-child activities, which could help parents grasp and handle issues relating to cyberbullying and addiction to electronic games. The above arrangements will benefit FPTAs in the 18 districts, kindergartens, kindergarten-cum-child care centres, primary, secondary and special schools, as well as their parents.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2098)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What policy measures will the Government adopt to encourage recycling and reusing resources in schools (for examples, sharing textbooks, recycling and reusing school uniforms and books, etc.) with a view to promoting environmental protection in local communities and reducing waste? What is the related financial input from the Government?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 27)

Reply:

The Education Bureau (EDB) has been urging all schools to formulate and put in place their school-based environmental policy with a view to enhancing students' environmental awareness, developing their environmentally friendly attitude, practising green living, and promoting environmental education. The environmental policy should lay down the school's commitment to regulatory compliance, prevention of pollution, continual improvement on environmental management (including waste reduction and energy saving), and the promotion of environmental protection among all members of the school.

In addition, the EDB attaches importance to developing students' environmentally friendly attitudes and habits among students, and has incorporated relevant learning elements, including environmental protection, energy saving and green living, in the curricula of related subjects such as General Studies at the primary level, Geography at the secondary level, Liberal Studies at the senior secondary level, and the moral and civic education curriculum. To deepen students' understanding of relevant knowledge, instill in them an attitude of concern for the environment and treasuring resources, and help them develop environmentally friendly living habits through authentic experiences, schools are also recommended to design a wide range of learning activities, such as talks, class teacher

periods, visits, thematic learning weeks and inter-class activities, with reference to their vision and school context, as well as students' interests and attributes.

For the effective implementation of environmental education, the EDB has continuously provided schools with various learning and teaching resources, including life event exemplars, student worksheets, and audio-visual teaching materials, while providing professional development programmes for both principals and teachers to enhance their professional knowledge and skills on promotion of environmental education. Furthermore, the EDB has all along been encouraging schools to launch various kinds of textbook recycling programmes, such as donating and selling second-hand textbooks and purchasing reference and story books for loaning to students, through a number of channels (including the EDB website, circular memorandums and teacher seminars), with a view to enhancing students' environmental awareness and reducing the financial burden of parents. As the above measures are mainly carried out by staff of the EDB, the expenditure involved is subsumed under the EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2099)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What is the number of students who made successful applications under the "Bring Your Own Device" (tablets or laptops) programme in the past 3 years? What is the additional resources involved? Will the Government allocate more resources to allow students to replace new electronic devices regularly to cater for their learning needs? What is the implementation status of the "Support Scheme for e-Learning in Schools"?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 28)

Reply:

In the past 3 years, the Education Bureau (EDB) did not deploy funds under the General Revenue Account to implement the "Bring Your Own Device" (BYOD) programme for students to apply for subsidies to purchase mobile computer devices (tablets or laptops). That said, the EDB will keep in view the implementation of a related assistance programme under the Community Care Fund. Commencing in the 2018/19 school year, the 3-year programme subsidises needy students to purchase mobile computer devices to facilitate the implementation of the BYOD programme for e-learning in schools. The EDB will review the effectiveness of the programme so as to formulate measures that would continuously support needy students in e-learning. Schools may also utilise other resources to help needy students who are not beneficiaries of the assistance programme under the Community Care Fund.

As for the 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project, the enhancement of WiFi infrastructure was completed in mid-January 2015 as planned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2100)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the government projects or measures currently in place to promote an interest in classical Chinese studies or Chinese culture and traditional arts among children and youngsters? What are the specific arrangements? What is the amount of financial resources and manpower involved? Will the Administration provide additional resources?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 29)

Reply:

The school curriculum in Hong Kong has always put great emphasis on nurturing students' literacy in Chinese culture and traditional arts. Enhancing the learning of Chinese history and culture is one of the renewal focuses of the primary and secondary curriculum. At present, students acquire the knowledge related to Chinese culture and traditional arts mainly through different subjects, e.g. Chinese Language and General Studies at the primary level, and Chinese Language, Chinese History, Chinese Literature, Visual Arts and Liberal Studies at the secondary level. Life-wide learning activities also contribute to cultivating students' interest in these areas.

To facilitate students' learning of Chinese culture and traditional arts, the Education Bureau (EDB) continuously provides an array of relevant learning and teaching materials for schools and organises professional development programmes for teachers. The element of Chinese culture is specifically highlighted in student activities. In addition, the EDB promotes students' understanding of Chinese history and culture through such activities as school-based reading award schemes, project learning, museum learning and student competitions. These support measures are an integral part of EDB's day-to-day curriculum development work. As the relevant expenses are subsumed under EDB's recurrent expenditure, there is no separate breakdown for individual items.

To promote Chinese history and culture, the EDB has provided a one-off grant of $100,000 and $150,000 respectively to each public sector and Direct Subsidy Scheme primary and secondary school to enhance the teaching of General Studies in primary schools, and that of Chinese Language, Chinese History and Chinese Literature in both primary and secondary schools, so that students can appreciate the spirit of excellence and the civilisation of the Chinese people and inherit the Chinese culture. Schools may flexibly deploy various kinds of existing subsidies. For example, they may use the Promotion of Reading Grant provided for public sector schools since the 2018/19 school year to procure reading resources and organise school-based reading activities related to Chinese history and culture. Schools may also use the Life-wide Learning Grant to be disbursed starting from the 2019/20 school year to organise diversified experiential learning activities beyond the classroom (e.g. visits, field trips and study tours outside Hong Kong) to provide students with more lively and enriched learning experiences, and broaden their horizons, so that they will become more motivated and interested in learning Chinese history and Chinese culture.

The EDB will continue to enhance the relevant support for developing a greater interest in Chinese culture and traditional arts among children and youngsters.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2101)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Has the Government kept a list of all existing "matchbox-style school premises"? What are the progress of related improvement works or relocation exercises? Is there a mechanism for the Government to identify school premises with sub-standard facilities, and evaluate their needs for maintenance or redevelopment and provide the necessary funds in a timely fashion? If yes, how many school premises have been identified as sub-standard? In addition, many items on the Education Bureau's (EDB) "Furniture and Equipment List for New Schools" are considered irrelevant in this day and age. Will the EDB promptly improve the list?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 30)

Reply:

At present, there are about 850 ordinary public sector primary and secondary schools in the territory. Their premises were built in different periods in accordance with the building standards at the time of construction and facilities in the premises vary. While the standards have been changing over the years, existing school premises in operation are required to comply with prevailing statutory requirements. As at March 2019, about 200 of them were built according to prevailing standards.

Among the schools built in different periods, some are cuboidal-shaped premises constructed between mid-1960s and 1980 in public housing estates for primary school use. These school premises are often referred to as "matchbox-style school premises". Following the reprovisioning of one public sector primary school previously operating in "matchbox-style school premises" to a vacant school premises (VSP) in September 2018, there are at present 27 public sector primary schools operating in "matchbox-style school premises". Among these 27 schools, 6 have been allocated new school premises or VSP through the School Allocation Exercises (SAE) for reprovisioning or expansion.

In response to a request previously made by the Legislative Council Panel on Education (the Panel), we had consulted the 27 schools concerned on whether they would agree to our releasing their school information to the Panel and the public. Among these 27 schools, 25 schools responded, with 22 schools raising no objection to the public release of their school information, while 3 schools indicated disapproval. The information of those 22 schools is set out at the Annex.

We understand that the community is concerned about conditions of facilities at old school premises. Over the years, the EDB has put in place various measures to enhance school facilities for improving the teaching and learning environment. These measures mainly include the completed School Improvement Programme, the existing reprovisioning programme, redevelopment/extension programme, as well as the annual major repair and emergency repair mechanism.

For reprovisioning of existing schools to new school premises on reserved school sites or suitable VSP, allocation is generally done through open, fair and competitive bidding under School Allocation Exercise (SAE). The EDB conducts SAE for reprovisioning purpose from time to time. All eligible School Sponsoring Bodies (SSB) in the territory can submit applications. Applications are assessed by the School Allocation Committee (comprising both official and non-official members), with quality of education being the prime consideration. Other factors, including the operation track records of the SSBs concerned, the proposed school plans after relocation, the conditions of the existing school premises, etc. will also be considered. Schools may take into account their school-based considerations and consider if they would like to submit application for reprovisioning under the prevailing competitive-based school allocation mechanism. In the recent 5 years (2014 to 2018), we have allocated through SAE a total of 9 new school premises to be built on reserved school sites/VSP for the purpose of reprovisioning/physical extension of existing schools. The EDB will continue to actively identify suitable sites and VSP for reprovisioning and expedite school allocation under the established arrangements, with a view to improving the teaching and learning environment of existing schools.

As regards in-situ redevelopment/extension projects, interested schools would indicate their intention for redevelopment/extension to EDB. As always, we will thoroughly consider each proposal for in-situ redevelopment/extension according to a set of eligibility criteria, including the age and physical condition of the school premises concerned, technical feasibility of in-situ redevelopment/extension, quality of education service, sustainability of the school concerned, availability of suitable premises for decanting (if applicable), and the supply and demand of school places in the district concerned. We also need to take into account the manpower available and foreseeable commitment on school building, as well as the capacity of the construction sector as anticipated on the basis of past experience. Whether additional projects will be taken up will also depend on the progress of the school building projects in hand, and the funding availability under the Public Works Programme.

In addition, based on the consensus reached with the sector earlier on, the EDB is carrying out improvement works for primary schools operating in “matchbox-style school premises”, with a focus on addressing the common problems arising from the unique architectural design of those premises. The improvement works have commenced progressively since the summer of 2017 and are scheduled for completion by the summer of 2019. Under this programme, our works consultants have also explored technically feasible means for more

flexible use of existing space, such as minor internal conversion and installation of moveable partition walls to turn existing facilities into temporary special rooms. We are following up the relevant works progressively in accordance with to the schools' indications and needs, with a view to improving the teaching and learning environment within the constraints of space and existing building design.

Taking into account the experience from the aforementioned "matchbox-style school premises" improvement programme and views of different stakeholders (including the Hong Kong Aided Primary School Heads Association and the Subsidized Primary School Council), we are preparing to conduct similar minor internal conversions at other school premises constructed according to past building standards to facilitate more flexible use of existing space by schools, thereby enhancing the teaching and learning environment and efficacy. We have reserved $1 billion to take forward the said improvement works programme. Schools may propose conversion works to the EDB in the upcoming two years, based on the conditions of their premises and needs. We have issued the relevant letter to all schools in late March 2019 and will arrange briefing sessions in April 2019 to explain detailed arrangements of the programme, as well as to share the experience from similar improvement works in "matchbox-style school premises" for schools' references.

Meanwhile, the EDB will continue to enhance school facilities and improve the teaching and learning environment in accordance with the schools' needs through the annual major repair and emergency repair mechanism. The Government has reserved a non-recurrent subvention of about $1.5 billion in 2019-20, comparable to that of 2018-19, for major repairs (applicable to both aided schools and Direct Subsidy Scheme schools) and emergency repairs (applicable to aided schools only).

The EDB provides reference lists of furniture and equipment (F&E) for public sector primary and secondary schools to serveas general guidance on furnishing and equipping new school premises. Under the prevailing mechanism, the Government is responsible for the F&E cost for reprovisioning/redevelopment projects for existing schools, while that for a newly established school should be borne by the SSB concerned. In order to balance the need to ensure prudent use of public money through proper monitoring on the scope and hence cost of F&E items on one hand, and to provide sufficient flexibility for schools in procuring items that meet their school-based teaching and learning needs on the other, the aforementioned F&E lists seek to set out the basic facilities and the associated reference costs for schools' reference when compiling the procurement list for seeking F&E subsidy from the Government. To cater for school-based needs, schools are free to procure F&E items not on the reference lists, provided that they are justified by operational needs and in line with the cost-effective principle. In view that we have not comprehensively reviewed the reference F&E lists for some time, some of the items therein may no longer meet the prevailing learning and teaching needs. We are now reviewing the lists and will consult the sector in when ready.

Annex

22 public sector primary schools operating in "matchbox-style school premises"

	Name of school
1.	The Evangelical Lutheran Church of Hong Kong Faith Love Lutheran School
2.	Pak Tin Catholic Primary School*
3.	Po Yan Oblate Primary School
4.	Carmel Leung Sing Tak School
5.	Ping Shek Estate Catholic Primary School*
6.	Hong Kong Taoist Association Wun Tsuen School*
7.	Man Kiu Association Primary School
8.	Father Cucchiara Memorial School
9.	Asbury Methodist Primary School
10.	CNEC Ta Tung School
11.	The Evangelical Lutheran Church of Hong Kong Kwai Shing Lutheran Primary School
12.	S.K.H. Chu Yan Primary School
13.	Sir Robert Black College of Education Past Students' Association Lee Yat Ngok Memorial School
14.	Lei Muk Shue Catholic Primary School
15.	Tsuen Wan Public Ho Chuen Yiu Memorial School
16.	S.K.H. Holy Spirit Primary School
17.	The Little Flower's Catholic Primary School
18.	The Evangelical Lutheran Church of Hong Kong Wo Che Lutheran School
19.	Shatin Tsung Tsin School
20.	Toi Shan Association Primary School
21.	Po Leung Kuk Vicwood K.T. Chong No. 2 Primary School*
22.	Islamic Primary School

* To be reprovisioned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2105)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures for the past 3 years:

(1) The respective numbers and percentages of "singly non-permanent resident", "doubly non-permanent resident" and "triply non-permanent resident" students in the total secondary student population by district;
(2) The respective numbers and percentages of "singly non-permanent resident", "doubly non-permanent resident" and "triply non-permanent resident" students in the total primary student population by district; and
(3) The respective numbers and percentages of "singly non-permanent resident", "doubly non-permanent resident" and "triply non-permanent resident" students in the total kindergarten and kindergarten-cum-child care centre student population by district.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 34)

Reply:

(1) to (3)

Information on the residency status of students' parents are required in determining whether the students are "singly non-permanent resident", "doubly non-permanent resident" or "triply non-permanent resident". As the Education Bureau does not collect information on the residency status of students' parents, the figures requested are unavailable.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2106)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures for the past 3 years:

(1) The number and percentage of cross-boundary students enrolled in secondary schools by district;

(2) The number and percentage of cross-boundary students enrolled in primary schools by district; and

(3) The number of students using the dedicated school net for cross-boundary students.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 35)

Reply:

(1) and (2) The number and percentage of cross-boundary students (CBS) in secondary and primary schools by district in the 2016/17, 2017/18 and 2018/19 school years are tabulated in Annexes A and B.

(3) To alleviate the impact of increasing number of CBS on the demand and supply of public sector primary school places in individual districts, notably the North District, the Education Bureau has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the Primary One Admission (POA). In brief, parents of applicant child who intend to commute daily to schools in Hong Kong 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.

The number of CBS (i.e. using the dedicated school net for CBS) participating in the Central Allocation stage of POA 2016, 2017 and 2018 (for admission to Primary One in the 2016/17, 2017/18 and 2018/19 school years) is 2 877, 3 251 and 2 213 respectively.

Annex A

Number and Percentage of CBS in Secondary Schools

(i) 2016/17 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Secondary Schools
North	2 228	66.4%
Tai Po	516	15.4%
Sha Tin	62	1.8%
Yuen Long	391	11.7%
Tuen Mun	157	4.7%
Tsuen Wan & Kwai Tsing	0	0.0%
Tung Chung	0	0.0%
Wong Tai Sin	1	0.0%
Total	3 355	100.0%

(ii) 2017/18 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Secondary Schools
North	2 562	62.7%
Tai Po	708	17.3%
Sha Tin	84	2.1%
Yuen Long	471	11.5%
Tuen Mun	258	6.3%
Tsuen Wan & Kwai Tsing	0	0.0%
Tung Chung	1	0.0%
Wong Tai Sin	0	0.0%
Total	4 084	100.0%

(iii) 2018/19 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Secondary Schools
North	3 123	56.1%
Tai Po	1 004	18.0%
Sha Tin	137	2.5%
Yuen Long	796	14.3%
Tuen Mun	489	8.8%
Tsuen Wan & Kwai Tsing	3	0.1%
Tung Chung	14	0.3%
Wong Tai Sin	1	0.0%
Total	5 567	100.0%

Note: (1) Figures refer to the position as at September of the respective school years.

(2) 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, Tung Chung and Wong Tai Sin districts.

(3) Percentages may not add up to total due to rounding.

Annex B

Number and Percentage of CBS in Primary Schools

(i) 2016/17 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Primary Schools
North	6 679	38.3%
Tai Po	2 543	14.6%
Sha Tin	555	3.2%
Yuen Long	4 233	24.2%
Tuen Mun	2 763	15.8%
Tsuen Wan & Kwai Tsing	215	1.2%
Tung Chung	200	1.1%
Wong Tai Sin	270	1.5%
Total	17 458	100.0%

(ii) 2017/18 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Primary Schools
North	7 067	36.8%
Tai Po	2 787	14.5%
Sha Tin	602	3.1%
Yuen Long	4 663	24.3%
Tuen Mun	2 865	14.9%
Tsuen Wan & Kwai Tsing	466	2.4%
Tung Chung	381	2.0%
Wong Tai Sin	384	2.0%
Total	19 215	100.0%

(iii) 2018/19 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Primary Schools
North	7 583	37.6%
Tai Po	2 963	14.7%
Sha Tin	630	3.1%
Yuen Long	4 667	23.1%
Tuen Mun	3 052	15.1%
Tsuen Wan & Kwai Tsing	505	2.5%
Tung Chung	424	2.1%
Wong Tai Sin	364	1.8%
Total	20 188	100.0%

Note: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.
(3) Percentages may not add up to total due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2107)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

While the Education Bureau will continue to provide recurrent Air-conditioning Grant for public sector primary and secondary schools, please provide the number of schools benefitted and the amount of grant received by these schools in the past year.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 36)

Reply:

Starting from the 2018/19 school year, a recurrent Air-conditioning Grant (AC Grant) has been provided for all public sector schools by the Education Bureau (EDB). The number of schools is tabulated as follows:-

Finance Type	Primary School	Secondary School	Special School
Government	34	31	-
Aided	422	359	59*
Caput	-	2	-

*not applicable to the Hospital School

The AC Grant is calculated based on the types and number of eligible rooms/facilities in a school. Whenever a school changes the use of its teaching facilities, carries out structural alteration or conversion works, or installs air-conditioning systems for eligible facilities without such provision in accordance with the prevailing mechanism during the school year, the AC Grant will be adjusted accordingly. The actual amount of the grant allocated in the 2018/19 school year is not available at this stage as the school year has not yet come to a close. The estimated expenditure is around $380 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2113)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please tabulate by subject the number of electronic textbooks (e-textbooks) that have passed the review by the Textbook Committee of the Education Bureau (EDB) in the 2018/19 school year.

2. Please tabulate by subject the number of e-textbooks currently pending review by the EDB.

3. Please advise of the number of local primary and secondary schools currently adopting e-textbooks that have passed the EDB's review.

4. As a follow-up to the above question, please advise of the number of schools that have fully adopted e-textbooks in at least 1 subject.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 42)

Reply:

1. and 2.

At present, there are 3 submission periods for the review of e-textbooks each year. E-textbooks submitted for review by the Textbook Committee will be included in the Recommended e-Textbook List (eRTL) provided that they are assessed as having reached the required standard. In principle, the supply of e-textbooks is market-driven. Publishers may decide, out of business considerations, the timing for submission and the quantity of e-textbooks to be submitted for review. In the 2018/19 school year (as at March 2019), 5 sets of e-textbooks have passed the Textbook Committee's review and have been included in the eRTL: General Studies (2 sets) and Putonghua (2 sets) for primary

levels, and Science (1 set) for junior secondary levels. There are currently a total of 57 sets of e-textbooks on the eRTL for schools' adoption.

3. and 4.

e-Textbooks are not the unique resources that could facilitate schools to enhance the effectiveness of learning and teaching. In fact, e-textbooks and e-learning resources are not necessarily more conducive to learning and teaching than conventional resources in every case. Schools have the professional autonomy in selecting appropriate resources, including e-textbooks and other e-learning resources according to students' needs and their school contexts and choosing resources flexibly for learning and teaching to cater for student diversity. The EDB conducts annual questionnaire surveys on the use of e-textbooks among schools. The findings of the latest survey (2017/18 school year) show that 242 primary schools and 126 secondary schools have procured and adopted e-textbooks for at least 1 subject; and about 67% of these primary schools and 69% of these secondary schools have selected e-textbooks from the eRTL.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2648)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the provision of Government subsidy for students to join Mainland exchange programmes, please advise of the following:

1. the respective number of post-secondary, secondary and primary students who received subsidies for participation in Mainland exchange programmes, the amount of subsidies disbursed, the Mainland cities visited, details of the exchange programmes, and the total expenditure involved in the past 5 years; and

2. the respective number of post-secondary, secondary and primary students expected to receive Government subsidy for participation in Mainland exchange programmes, the programme details and the estimated expenditure in 2019-20.

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 30)

Reply:

1. The Education Bureau provides subsidies for students to join Mainland exchange programmes, which cover different provinces and cities in the Mainland with varying duration every school year. The programmes consist of different learning elements/themes that enable participants to gain first-hand experience of our country's development in aspects of history, culture, economy, education, science and technology, etc. from multiple perspectives.

The numbers of post-secondary, secondary and primary school students who had received subsidies to join Mainland exchange programmes and the expenditure involved over the past 5 years (the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 school years) are shown below:

School Year	Number of Students (rounded down to the nearest hundred)			Expenditure ($million)		
	Post-secondary Students[Δ]	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2014/15	4 000	31 700	18 900	12.0	40.1	12.6
2015/16	3 900	35 800	23 400	11.9	46.8	15.1
2016/17	3 400	35 300	24 500	10.4	50.3	13.9
2017/18#	2 700	40 200	26 800	8.4	57.6	27.8
2018/19+	2 200	40 200	33 600	6.7	64	39.3

Actual figures revised from last year's estimates

\+ Provisional figures

Δ Only data relating to the Pilot Mainland Experience Scheme for Post-secondary Students is included. There are other schemes that provide subsidies for students to join Mainland exchange programmes. As the scope of these subsidy schemes also covers exchange activities outside the Mainland, statistics only relevant to exchange activities in the Mainland are not available.

2. The estimated numbers of places to be offered to post-secondary, secondary and primary school students for receiving subsidies to join Mainland exchange programmes and the estimated expenditure for the 2019/20 school year are shown below:

School 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
2019/20	Not applicable [Note]	63 500	45 400	Not applicable [Note]	80	35

Note: The Pilot Mainland Experience Scheme for Post-secondary Students will be run until 30 June 2019 and the relevant subsequent arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0050)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors, please tabulate the number of students in receipt of the subsidy in the 2018/19 academic year and the projected number in the 2019/20 academic year by course type.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 28)

Reply:

Details of the designated undergraduate programmes, relevant institutions, the respective number of subsidised places, the number of actual intakes (if appropriate) and the annual subsidy amount under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohort admitted in the 2018/19 academic year and for the cohort to be admitted in the 2019/20 academic year are set out at Annex A.

As announced in the 2018 Policy Address, based on the advice of the Task Force on Review of Self-financing Post-secondary Education, the Government will expand the coverage of the SSSDP. Starting from the 2019/20 academic year, about 2 000 students per cohort will be subsidised to pursue designated full-time locally accredited self-financing sub-degree programmes in selected disciplines. Current students of the designated sub-degree programmes will also receive the subsidy. Details of designated sub-degree programmes, relevant institutions, the respective number of subsidised places and the annual subsidy amount under the SSSDP for the cohort to be admitted in the 2019/20 academic year are set out at Annex B.

Annex A

Study Subsidy Scheme for Designated Professions/Sectors (for the cohort admitted in the 2018/19 academic year)

Designated Undergraduate Programmes, Relevant Institutions, Number of Subsidised Places and Actual Intakes, and Annual Subsidy Amount

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount per student ($)
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment	30	10	41,000
	Health Care	Bachelor of Nursing (Honours)	200	200	71,700
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	70	26	41,000
	Computer Science	Bachelor of Science (Honours) in Computer Science	90	9	41,000
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-centred Computing	60	21	41,000
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	50	41,000
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	52	41,000
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	25	41,000
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	92	41,000
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	35	41,000
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	43	41,000
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	54	71,700
	Creative Industries	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	80	42	71,700
	Financial Technology	Bachelor of Business Administration with Honours in Business Intelligence and Analytics	50	9	41,000
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	17	41,000

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount per student ($)
	Health Care	Bachelor of Nursing with Honours in General Health Care	270	270	71,700
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	71,700
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	17	41,000
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	21	41,000
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	59	71,700
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	42	41,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	225	225	71,700
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	30	30	71,700
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	50	71,700
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	16	71,700
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	60	20	41,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	27	41,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Building Services Engineering	60	14	71,700
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	39	71,700
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	23	71,700
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	40	41,000
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	24	41,000
	Computer Science/ Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	12	41,000
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	41	71,700

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount per student ($)
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	37	71,700
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	40	27	41,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	60	28	41,000
		Total	**2 776**	**1 817**	

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2019/20 academic year)
Designated Undergraduate Programmes, Relevant Institutions,
Number of Subsidised Places and Annual Subsidy Amount

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount per student ($)
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment	30	41,700
	Health Care	Bachelor of Nursing (Honours)	360	72,800
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	70	41,700
	Computer Science	Bachelor of Science (Honours) in Computer Science	90	41,700
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centered Computing	60	41,700
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	41,700
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	41,700
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	41,700
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	41,700
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	41,700
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	41,700
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	72,800
	Creative Industries	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	80	72,800
	Financial Technology	Bachelor of Business Administration with Honours in Business Intelligence and Analytics	50	41,700
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	41,700
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	72,800
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	72,800
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	41,700

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount per student ($)
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	41,700
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	72,800
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	41,700
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350 (Note)	72,800
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45 (Note)	72,800
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	72,800
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	72,800
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	72,800
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	60	41,700
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	41,700
	Architecture and Engineering	Bachelor of Engineering (Honours) in Building Services Engineering	60	72,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	72,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	72,800
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	41,700
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	41,700
	Computer Science/Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	41,700
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	72,800
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	72,800
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	40	41,700
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	60	41,700
		Total	**3 236**	

Note: The number of intakes is subject to the approval of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications

Annex B

Study Subsidy Scheme for Designated Professions/Sectors (for the cohort to be admitted in the 2019/20 academic year)

Designated Sub-degree Programmes, Relevant Institutions, Number of Subsidised Places and Annual Subsidy Amount

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount per student ($)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	100	36,400
	Health Care	Higher Diploma in Pharmaceutical Dispensing	80	36,400
	Tourism and Hospitality	Higher Diploma in Hospitality Management	120	20,850
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	36,400
	Health Care	Higher Diploma in Health and Social Care	30	36,400
	Health Care	Higher Diploma in Medical and Health Products Management	120	36,400
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	20,850
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	20,850
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	100	20,850
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	20,850
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image/Visual Communication)	40	36,400
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	80	20,850
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline and Cruise Services/Culinary/Hospitality/ Tourism and Event Management)	160	20,850
The Open University of Hong Kong (including Li Ka Shing Institute of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	36,400
	Creative Industries	Higher Diploma in Digital Fashion Creation	30	36,400
	Creative Industries	Higher Diploma in Interior Design	30	36,400
	Creative Industries	Higher Diploma in Popular Music and Music Production	30	36,400
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	23	36,400
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	27	36,400

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount per student ($)
	Health Care	Higher Diploma in Health Care	180	36,400
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	30	20,850
Tung Wah College	Health Care	Higher Diploma in Health Science	50	36,400
	Health Care	Higher Diploma in Nursing	150	36,400
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	20,850
		Total	**2 050**	

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0051)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the 2018/19 school year, what is the respective number of private independent kindergartens, non-profit-making kindergartens not participating in the kindergarten education scheme (Scheme) and non-profit-making kindergartens participating in the Scheme, and what is their respective percentage in the total number of kindergartens in the territory? What is the respective number of students in these kindergartens and their respective percentage in the total number of kindergarten students in Hong Kong over the same period? Also, what is the number of kindergarten in the Pre-primary Education Voucher Scheme that have not joined the Scheme? How many students are enrolled in these kindergartens? What are the reasons for not joining the Scheme?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 29)

Reply:

In the 2018/19 school year, the respective number of local private independent (PI) kindergartens (KGs), local non-profit-making (NPM) KGs joining the KG education scheme (the Scheme) and local NPM KGs not joining the Scheme, the number of students studying in these KGs as well as their percentage share (%) in the total number of KGs/KG students in Hong Kong are as follows:

	2018/19 school year	
	Number of KGs (%)	Number of students (%)
Local PI KGs*	105 (10.2%)	18 095 (10.4%)
Local NPM KGs joining the Scheme	753 (72.9%)	132 960 (76.2%)
Local NPM KGs not joining the Scheme	26 (2.5%)	8 840 (5.1%)

* PI KGs are not eligible to join the Scheme.

In the 2018/19 school year, 6 KGs participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year, with a total of 2 113 students, do not join the Scheme. The eligible students admitted to these KGs before the implementation of the Scheme in the 2017/18 school year and remaining in the eligible classes under PEVS will continue to receive the voucher subsidy under PEVS until they leave the KGs concerned. In the 2018/19 school year, about 640 students studying at upper KG (K3) classes in these KGs are receiving the voucher subsidy under PEVS. In deciding whether to join the Scheme, these KGs have their school-based considerations with regard to their overall direction in school development. Among these 6 KGs, 1 will join the Scheme in the 2019/20 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0052)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding international schools, please provide the following information:

(1) Please tabulate the respective number and percentage of local and non-local students in various international schools.

(2) Please tabulate the respective total number of students studying in international primary and secondary schools, as well as the respective number and percentage of local and non-local students in such schools in each of the past 3 years (i.e. the 2016/17, 2017/18, and 2018/19 school years).

(3) Please tabulate the highest, lowest and median tuition fees charged by international schools in the current school year.

(4) Please provide a breakdown of the respective number of international school places, students enrolled and vacancies at primary and secondary levels by 18 districts.

(5) Generally speaking, what are the additional numbers of school places at primary and secondary levels respectively in the 2018/19 school year as compared with the year before?

(6) What are the additional numbers of places in schools adopting English or other languages as the medium of instruction, and school places provided for students with special educational needs?

(7) Please provide the respective number of international school places at primary and secondary levels expected to be added in each district in each of the next 3 years.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 30)

Reply:

(1)
In the context of international schools (including the English Schools Foundation (ESF) schools and other 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 (HKSAR)) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport. Based on the Student Enrolment Survey conducted in September 2018, the proportion of local students in international schools in the 2018/19 school year is about 25% and that of non-local students is around 75%. The numbers and percentages of local and non-local students of individual schools are set out at Annex 1.

(2)
The total number of students in international schools from the 2016/17 to 2018/19 school years with a breakdown by level and by proportion of local and non-local students are set out at Annex 2.

(3)
The highest, lowest and median tuition fees charged by international schools in the 2018/19 school year are set out at Annex 3.

(4), (5) and (7)
International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including the ESF schools and other private international schools), students enrolled and vacancies by District Council district in which the international schools are located in the 2018/19 school year are set out at Annex 4 for illustration purpose. Compared to the 2017/18 school year, there is an increase of around 860 primary places and 410 secondary places among the international schools.

We expect that the provision of additional international school places through the past School Allocation Exercises, in particular the two recent ones completed in 2013 and 2015, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projections provided by relevant schools where applicable, compared to the 2018/19 school year, it is projected that around 2 810 additional places will be available between 2019/20 and 2021/22 school years. It is however worth noting that future provision of additional places by individual schools especially the new ones will be affected by a number of factors, such as applications received each year, teacher recruitment, and maintenance and construction works involved in school development.

(6)
Most international schools adopt English as the medium of instruction. Places in these schools in the 2018/19 school year have been increased by around 960 at primary level and around 450 at secondary level when compared with the 2017/18 school year. On the other hand, a few schools adopt other languages including French, German, Korean and Japanese.

Compared to the 2017/18 school year, places at these schools have been decreased by 100 at primary level and slightly decreased by around 40 at secondary level.

International school places provided for students with special educational needs (SEN) may vary between years depending on the number of students with such needs. At the same time, international schools establish their own systems to classify students with SEN according to their own teaching and learning arrangements. According to the information provided by schools through the annual Student Enrolment Survey, in the 2018/19 school year, there are around 850 primary students and 810 secondary students with SEN studying in international schools (including the special school operated by the ESF). The corresponding numbers for the 2017/18 school year are around 840 and 710 respectively.

Annex 1

Numbers and percentages of local and non-local students enrolled in international schools (excluding special school) in the 2018/19 school year (based on the Student Enrolment Survey conducted in September of the school year concerned)

Name of School	Total number of students	Total number of local students (percentage)	Total number of non-local students (percentage)
Primary-cum-secondary			
American International School	**600**	84 (14.0%)	516 (86.0%)
American School Hong Kong	**227**	71 (31.3%)	156 (68.7%)
Australian International School Hong Kong	**1 074**	46 (4.3%)	1 028 (95.7%)
Canadian International School	**1 608**	277 (17.2%)	1 331 (82.8%)
Carmel School	**293**	11 (3.8%)	282 (96.2%)
Chinese International School	**1 431**	398 (27.8%)	1 033 (72.2%)
Christian Alliance International School	**1 393**	704 (50.5%)	689 (49.5%)
Delia School of Canada	**1 201**	119 (9.9%)	1 082 (90.1%)
Discovery Bay International School	**937**	24 (2.6%)	913 (97.4%)
German Swiss International School (English)	**798**	190 (23.8%)	608 (76.2%)
German Swiss International School (German)	**368**	8 (2.2%)	360 (97.8%)
Harrow International School Hong Kong	**1 254**	437 (34.8%)	817 (65.2%)
Hong Kong Academy	**562**	60 (10.7%)	502 (89.3%)
Hong Kong International School	**2 825**	335 (11.9%)	2 490 (88.1%)
Hong Kong Japanese School	**489**	1 (0.2%)	488 (99.8%)
Kellett School	**1 255**	104 (8.3%)	1 151 (91.7%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	**898**	538 (59.9%)	360 (40.1%)
Korean International School (English)	**523**	256 (48.9%)	267 (51.1%)
Korean International School (Korean)	**103**	0 (0.0%)	103 (100.0%)
Lycée Francais International (English)	**705**	61 (8.7%)	644 (91.3%)
Lycée Francais International (French)	**1 798**	2 (0.1%)	1 796 (99.9%)
Malvern College Hong Kong	**398**	153 (38.4%)	245 (61.6%)
Nord Anglia International School, HK	**958**	215 (22.4%)	743 (77.6%)
Singapore International School(Hong Kong)	**1 254**	398 (31.7%)	856 (68.3%)
The Harbour School	**345**	53 (15.4%)	292 (84.6%)
Primary			
Beacon Hill School^	**540**	234 (43.3%)	306 (56.7%)
Bradbury School^	**717**	196 (27.3%)	521 (72.7%)
Clearwater Bay School^	**720**	202 (28.1%)	518 (71.9%)
Glenealy School^	**351**	63 (17.9%)	288 (82.1%)
Japanese International School (English)	**172**	30 (17.4%)	142 (82.6%)
Japanese International School (Japanese)	**446**	2 (0.4%)	444 (99.6%)

Annex 1 (Cont'd)

Name of School	Total number of students	Total number of local students (percentage)	Total number of non-local students (percentage)
Kennedy School^	**895**	174 (19.4%)	721 (80.6%)
Kingston International School	**257**	192 (74.7%)	65 (25.3%)
Kowloon Junior School^	**896**	300 (33.5%)	596 (66.5%)
Lantau International School	**239**	21 (8.8%)	218 (91.2%)
Norwegian International School	**136**	42 (30.9%)	94 (69.1%)
Peak School^	**355**	53 (14.9%)	302 (85.1%)
Quarry Bay School^	**719**	249 (34.6%)	470 (65.4%)
Shatin Junior School^	**898**	495 (55.1%)	403 (44.9%)
International College Hong Kong Hong Lok Yuen	**292**	115 (39.4%)	177 (60.6%)
The International Montessori School – an IMEF School	**584**	34 (5.8%)	550 (94.2%)
Think International School	**185**	119 (64.3%)	66 (35.7%)
Umah International Primary School	**8**	1 (12.5%)	7 (87.5%)
Yew Chung International School	**904**	567 (62.7%)	337 (37.3%)
Shrewsbury International School Hong Kong	**238**	106 (44.5%)	132 (55.5%)
Secondary			
Concordia International School	**89**	35 (39.3%)	54 (60.7%)
Island School^	**1 174**	404 (34.4%)	770 (65.6%)
King George V School^	**1 814**	343 (18.9%)	1 471 (81.1%)
Saint Too Sear Rogers International School	**81**	22 (27.2%)	59 (72.8%)
Shatin College^	**1 249**	621 (49.7%)	628 (50.3%)
The South Island School^	**1 432**	348 (24.3%)	1 084 (75.7%)
West Island School^	**1 211**	194 (16.0%)	1 017 (84.0%)
International College Hong Kong (New Territories)	**299**	146 (48.8%)	153 (51.2%)
Total	**40 198**	**9 853 (24.5%)**	**30 345 (75.5%)**

Notes:

(1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.

(2) Schools operated by the English Schools Foundation are indicated by (^).

Annex 2

Total number of students and proportion of local and non-local students enrolled in international schools from the 2016/17 to 2018/19 school years

School Year	Total number of students	Total number of local students (as a percentage of total number of students)	Total number of non-local students (as a percentage of total number of students)
Primary			
2018/19	22 720	5 866 (25.8%)	16 854 (74.2%)
2017/18	21 912	5 358 (24.5%)	16 554 (75.5%)
2016/17	21 093	4 556 (21.6%)	16 537 (78.4%)
Secondary			
2018/19	17 478	3 987 (22.8%)	13 491 (77.2%)
2017/18	16 956	3 507 (20.7%)	13 449 (79.3%)
2016/17	16 664	3 157 (18.9%)	13 507 (81.1%)

Note: Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.

Highest, lowest and median annual tuition fees charged by international schools in the 2018/19 school year

	Primary	Secondary
Highest	$205,500	$246,000
Lowest	$5,800	$38,500
Median*	$115,800	$153,800

Note:

* In deriving the median, the annual tuition fee chargeable for each grade by the school concerned is counted only once, irrespective of the number of students enrolled.

Annex 4

Numbers of international school places, students enrolled and vacancies in the 2018/19 school year

	Number of school places		Number of students enrolled		Number of vacancies	
	Primary	**Secondary**	**Primary**	**Secondary**	**Primary**	**Secondary**
Hong Kong						
Central & Western	1 402	800	1 249	609	153	191
Wan Chai	1 770	1 320	1 611	1 129	159	191
Eastern	3 661	2 626	3 307	2 034	354	592
Southern	5 456	6 234	5 226	5 471	230	763
Sub-total	*12 289*	*10 980*	*11 393*	*9 243*	*896*	*1 737*
Kowloon						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	1 075	714	1 032	531	43	183
Kowloon City	3 955	2 796	3 750	2 520	205	276
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	972	956	962	842	10	114
Sub-total	*6 002*	*4 466*	*5 744*	*3 893*	*258*	*573*
New Territories						
Sai Kung	1 762	530	1 710	486	52	44
Sha Tin	900	2 624	898	2 423	2	201
Tai Po	2 081	168	1 568	103	513	65
North	-	341	-	299	-	42
Yuen Long	160	-	8	-	152	0
Tuen Mun	568	691	564	690	4	1
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-
Islands	902	400	835	341	67	59
Sub-total	*6 373*	*4 754*	*5 583*	*4 342*	*790*	*412*
Total (rounded to the nearest 100)	24 700	20 200	22 700	17 500	2 000	2 700

Notes:

(1) Figures include the English Schools Foundation (ESF) schools and other private international schools but exclude the special school operated by ESF.

(2) Figures refer to position as at September 2018.

(3) Figures on school 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 the schools concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0731)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Career and Life Planning Grant (CLPG), would the Government advise this Committee of:

1. the utilisation of the CLPG by schools and the number of schools that have converted the CLPG into regular teaching posts in the past 3 years;

2. the number and ratio of life planning instructors that have received training on life planning education;

3. whether there are any measures to improve the quality of and training for life planning instructors so as to enhance their professionalism; if yes, the details; if no, the reasons;

4. whether there is any review of the effectiveness of the CLPG, so as to ensure the propriety of its use and make adjustments to its provision on the basis of the review findings; if yes, the details and timetable; if no, the reasons;

5. whether there are any measures to enhance life planning education so as to identify students' diverse abilities and interests, encourage students to have diversified development, and promote vocational and professional education and training; if yes, the details; if no, the reasons; and

6. whether the Education Bureau will consider setting up, in collaboration with the Labour and Welfare Bureau, a platform for the school sector to give career-oriented support to students through the provision of career information and job matching services; if yes, the details; if no, the reasons.

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 25)

Reply:

1. Since the 2014/15 school year, the Education Bureau (EDB) has been providing each public sector school and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels with a recurrent Career and Life Planning Grant (CLPG). Starting from the 2016/17 school year, eligible public sector schools are given the option to convert the CLPG into regular teaching posts. For DSS schools, the expenses in relation to the grants and the regular teaching posts provided under this initiative have been incorporated in the DSS unit subsidy rate. Schools in general have been making effective use of the CLPG to strengthen Life Planning Education (LPE). The amount of CLPG provided and the number of public sector schools that have converted the CLPG into regular teaching posts in the past 3 school years (2016/17 to 2018/19) are tabulated below:

	2016/17 School Year	2017/18 School Year	2018/19 School Year
Amount of CLPG	$570,000	$580,000	$610,000
Number of public sector schools that have converted CLPG into regular teaching posts	165	281	308

2. and 3. The EDB has kept strengthening professional training for teachers on LPE. Starting from the 2014/15 school year, the number of structured teacher training places has increased by threefold from 80 to 240 per year. Currently, 93% of schools have at least two trained teachers to co-ordinate LPE and career guidance services for students. Moreover, different thematic seminars, such as the roles of subject teachers and class teachers in supporting students for life planning, have been organised to equip teachers at different posts to adopt a whole-school approach in implementing LPE. The EDB will keep the training needs of teachers in relation to LPE under constant review, and introduce new topics in the light of social and workplace developments.

4. Since the implementation of LPE in the 2014/15 school year, the EDB has been monitoring the implementation of LPE at schools through questionnaire surveys and advisory school visits. It is noted that schools in general have utilised the CLPG properly in acquiring additional manpower or hiring related services to strengthen LPE services. To consolidate the experience gained from implementing LPE and map out the way forward, the EDB commissioned The Education University of Hong Kong in 2017 to conduct a review on the effectiveness of LPE, the implementation of the LPE policy, and the benefits of the Business-School Partnership Programme (BSPP) on students. The review showed that the implementation of LPE in local secondary schools has reaped initial success. By establishing well-defined organisational structures and school-based policies, schools are gradually gaining the support of teachers, students and parents in the promotion of LPE. In parallel, BSPP has received much support from schools and BSPP partners. It is valued by schools as one of the important resources in the promotion of LPE and well recognised by teachers and students too. Nevertheless, even though students can access relevant information (for example, information on employment and further studies, knowledge of different industries, etc.) through LPE activities, they have yet to master the skills for long-term life planning. Besides, the overall participation rate of students and parents in LPE activities was low. The EDB will study the review findings and recommendations

carefully, with a view to enhancing the existing measures and strengthening the support for the implementation of LPE in schools.

5. and 6. Since the 2014/15 school year, the EDB has been stepping up its support for the implementation of LPE in schools by providing schools with additional resources/teacher manpower and strengthening professional training for teachers, with a view to enhancing students' self-understanding, and, through relevant learning activities, helping students to identify their interests, abilities and orientations at an earlier stage, and keeping them abreast of the latest career related information to prepare them for further studies and career pursuits. The EDB has been encouraging more business entities to join the BSPP in order to provide students with diverse career exploration activities and work experience opportunities. The experience gained from these activities enables students to learn more about different industries as well as study and career pathways, and help them make informed choices on further studies and careers, set personal goals and plan their future. To further enhance its support for schools in LPE, the EDB implemented the Pilot Project on Career Information Website in the 2017/18 school year to provide students, teachers and parents of participating schools with information on careers, LPE, employment and further studies. Views from the pilot schools were collected for improving the website. The Career Information Website has been launched for use by all the schools in the territory in the 2018/19 school year. The EDB will continue to improve the website and may explore the possibility of collaborating with relevant departments to transform the website into a one-stop platform for students, teachers and parents to access information on more industries and multiple pathways. Besides, the EDB will continue to organise seminars on further studies in order to provide students with a variety of information on employment and further studies while enhancing their understanding of multiple pathways as well as vocational and professional education.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 2822)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The number of kindergarten students in the 2017/18 and 2018/19 school years is 181 000 and 174 400 respectively, and the number of kindergarten students projected by the Education Bureau for the 2019/20 school year is 172 900.

Please provide the number of cross-boundary kindergarten students and school places provided from the 2017/18 to 2018/19 school years, and the estimated number of cross-boundary kindergarten students and school places to be provided in the 2019/20 school year in each of the 18 districts.

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 3)

Reply:

The number of cross-boundary students in kindergartens (including kindergarten-cum-child care centres) by district in the 2017/18 and 2018/19 school years is as follows:

District	**School Year**	
	2017/18	**2018/19**
North	2 997	1 675
Tai Po	94	25
Sha Tin	16	3
Yuen Long	802	185
Tuen Mun	624	130
Tsuen Wan	1	1
Kwai Tsing	39	8
Tung Chung	37	4
Wong Tai Sin	0	0

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

The number of cross-boundary students and the districts at which their schools are located are subject to significant year-on-year changes depending on family factors, distribution of their places of residence, and adjustment of related policies, etc. Hence, we are unable to accurately project the number of cross-boundary students and the districts at which their schools are located for the 2019/20 school year.

The number of places in kindergartens by district in the 2017/18 and 2018/19 school years is as follows:

District	**School Year**	
	2017/18	**2018/19**
Central & Western	7 913	7 983
Wan Chai	8 298	8 281
Eastern	14 802	14 263
Southern	6 684	6 574
Yau Tsim Mong	7 811	7 743
Sham Shui Po	11 806	11 328
Kowloon City	27 415	26 487
Wong Tai Sin	8 609	8 361
Kwun Tong	14 737	14 642
Sai Kung	10 878	10 866
Sha Tin	17 346	16 939
Tai Po	7 704	7 464
North	11 797	10 540
Yuen Long	18 872	18 321
Tuen Mun	13 970	13 412
Tsuen Wan	8 520	8 369
Kwai Tsing	12 197	11 945
Islands	4 797	4 717

Note: (1) Figures refer to the position as at September of the respective school years.
(2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.
(3) Figures on places do not include vacant classrooms and vacant child care centre portions.

The projected number of places in kindergartens by district in the 2019/20 school year is tabulated below. It should be noted that the following figures are mainly based on the number of places offered in kindergartens in the 2018/19 school year, the estimated number

of places that could be offered in existing vacant registered classrooms of kindergartens (including child care centre portions) based on permitted accommodation of the classrooms, and the number of kindergartens that will commence or cease operation in the coming year known to the Education Bureau at the time of projection. As the commencement of the 2019/20 school year is over 5 months away, the number of places is still subject to change.

District	**Projected number of places in kindergartens**
Central & Western	11 100
Wan Chai	8 900
Eastern	17 400
Southern	9 300
Yau Tsim Mong	10 100
Sham Shui Po	14 900
Kowloon City	32 000
Wong Tai Sin	9 800
Kwun Tong	16 700
Sai Kung	14 300
Sha Tin	20 700
Tai Po	8 700
North	11 800
Yuen Long	19 800
Tuen Mun	15 800
Tsuen Wan	9 800
Kwai Tsing	13 400
Islands	6 400

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2845)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What was the Education Bureau's expenditure on promoting the use of Putonghua as the medium of instruction for teaching the Chinese Language subject (PMIC) in primary and secondary schools (including school-based and non-school based curricula) in the past 5 years? Please set out the schools funded and activities organised under this initiative, and the amount of funding involved.

2. What is the relevant estimated expenditure for the 2019/20 school year?

3. What is the amount earmarked for supporting new PMIC curricula in this year's Estimates? Please set out the schools funded under this initiative, and the amount of funding involved.

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 31)

Reply:

Using Putonghua as the medium of instruction (MOI) for teaching the Chinese Language subject (PMIC) is a decision driven by school-based language policy. Schools can choose a suitable MOI for teaching the Chinese Language curriculum based on their professional considerations. Schools may decide whether to adopt PMIC at certain levels/in specific classes with regard to their own circumstances, such as readiness of teachers, standards of students, language environment of the school, curriculum planning, and availability of learning and teaching support. As the number of schools adopting PMIC varies every year, we have not kept track of such information. Primary and secondary schools adopting PMIC have not received any additional funding in the past 5 years. No matter PMIC is adopted or not, the Education Bureau has been organising diversified professional development programmes to ensure that language teachers are provided with adequate training opportunities to enhance their professional capability in teaching the relevant languages for the benefits of students' language learning.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2846)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In Brief Description under Programme (6), it is stated that the Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. The EDB also provides professional support, where appropriate, to schools. Would the Government inform this Committee of the following:

The expenditure on national education in the past 3 years (from the 2016/17 to 2018/19 school years), and the estimated expenditure on national education for the 2019/20 school year.

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 32)

Reply:

The expenditure for the Mainland exchange programmes in the past 3 school years (2016/17 to 2018/19) and the 2019/20 school year is as follows:

School year	Expenditure ($ million)[@]	
	Programmes for primary and secondary school students	Programmes for primary and secondary school teachers
2016/17	64.2	2.9
2017/18 [#]	85.4	5.5
2018/19 [*]	103.3	8.7
2019/20 [++]	115	13.2

[@] Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the Education Bureau (EDB)

[#] Actual figures revised from last year's estimates

[*] Provisional figures

[++] Estimated figures

National education in the wider context also includes learning about various aspects of our country from an appropriate perspective through different subjects. There are references to our country's history, culture, geographic features, development, etc. in the curriculum content of History, General Studies, Chinese Language, Geography and even Music and Arts. Moreover, elements that enable a better understanding of our country are added to different life-wide learning activities, such as activities related to the Hong Kong Special Administrative Region Establishment Day or National Day. The EDB provides support for schools in various areas. The relevant expenditure is subsumed under the recurrent expenditure of the EDB and cannot be identified separately.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2847)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in "Matters Requiring Special Attention in 2019-20" under Programme (3) that the Bureau will continue to extend the Learning Support Grant (LSG) for public sector primary schools to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs. Would the Government please inform this Committee of the following:

(1) The expenditure and manpower for extending the LSG to cover students with mental illness;

(2) Has the Bureau used the LSG to implement measures for supporting students with mental illness? If yes, what are the details? If no, what are the reasons?

(3) Has the Bureau conducted any effectiveness assessment of the measures for supporting students with mental illness? If yes, what are the details? If no, what are the reasons?

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 33)

Reply:

(1) to (3)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing all mainstream schools with additional resources on top of the regular subvention, including the Learning Support Grant (LSG). Starting from the 2017/18 school year, the LSG covers students with mental illness (MI) so that schools will have additional resources to provide enhanced support for catering for these students' learning, social, emotional and behavioural needs. The LSG is calculated on the basis of the number of students with SEN and the tier of support the students require. Basing on

the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy the LSG and other school resources flexibly and holistically to render support for students with SEN according to individual conditions and needs, such as employing additional teachers or teaching assistants or hiring professional services.

As the expenditure involved in providing public sector mainstream primary schools with the LSG to render support to students with MI is subsumed under the overall expenditure of the LSG, a separate breakdown is not available. For the 2018/19 school year, the revised estimated expenditure for the provision of the LSG to public sector mainstream primary schools is around $300 million.

In utilising the LSG to support students with MI, schools may employ additional staff (e.g. teaching assistants) to assist teachers in designing learning activities and materials as well as supporting students in classroom learning activities, hire professional support or guidance services (e.g. behavioural or emotional counseling and social training at school) in order to help students adjust to campus life. Schools may also use the LSG to implement school-based teacher training and parent education, etc.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies, measures and deployment of resources (including the support for students with SEN) through self-evaluation every year. As required by EDB, schools should submit an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to integrated education to the EDB at the end of a 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 and upload such information onto their school websites. When using Government subventions (including the LSG), all public sector schools are required to adopt an effective monitoring system, maintain proper records and conduct periodic review. Professional staff from EDB will review the support provided by schools for students with SEN and offer professional advice whenever necessary during school visits in order to ensure that the support services can address the needs of students with SEN (including students with MI). It should be noted that students diagnosed with MI should receive treatment in strict accordance with the instructions given by healthcare professionals. On the part of schools, subject to the consent of the parents, teachers may use the LSG or other resources to provide professional support, with a view to helping the students concerned to cope with the learning and personal growth challenges that the illness brings to them.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2535)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of kindergartens and kindergarten-cum-child care centres joining the kindergarten education scheme in the 2018/19 school year, with a breakdown by district, learning mode (half-day/whole-day/long whole-day), number of students, school fee level and teacher-to-pupil ratio; and their percentage out of the total number of kindergartens in Hong Kong.

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 30)

Reply:

In the 2018/19 school year, a total of 753 kindergartens and kindergarten-cum-child care centres (collectively referred to as KGs) have joined the kindergarten education scheme (Scheme), accounting for about 97% of the 779 eligible KGs (i.e. local non-profit-making (NPM) KGs) in the territory. In terms of the 1 033 KGs in Hong Kong (i.e. including the eligible KGs mentioned above, local private independent (PI) KGs and non-local KGs), KGs joining the Scheme account for about 73%. The number and percentage of KGs joining the Scheme by District Council district are tabulated in Appendix 1; the number and percentage by school type (i.e. operating half-day (HD), whole-day (WD), and/or long WD (LWD) services) are tabulated in Appendix 2; and the number and percentage by number of students are tabulated in Appendix 3. For their number and percentage by school fee and teacher-to-pupil (TP) ratio, and their percentage share in the total number of KGs in Hong Kong, as KGs joining the Scheme receive substantial subsidy from the Government and their TP ratio is subject to the terms of the Scheme, it is inappropriate to present the situation in comparison with all KGs in Hong Kong. We consider it more appropriate to present the separate information for KGs joining the Scheme and KGs in Hong Kong. In this connection, the number of KGs joining the Scheme and collecting school fee, the lowest annual school fee, the highest annual school fee, median annual school fee and weighted average annual school fee and the relevant situation of KGs in Hong Kong are tabulated in

Appendix 4; the TP ratio of KGs joining the Scheme and local KGs are tabulated in Appendix 5.

Appendix 1

Number of KGs joining the Scheme
by District Council district in the 2018/19 school year

District	Number of KGs joining the Scheme	Number of KGs in Hong Kong (by District)	Percentage of KGs joining the Scheme
Central & Western	24	47	51.1%
Wan Chai	14	31	45.2%
Eastern	56	83	67.5%
Southern	19	40	47.5%
Sham Shui Po	42	51	82.4%
Yau Tsim Mong	27	41	65.9%
Kowloon City	45	101	44.6%
Wong Tai Sin	45	48	93.8%
Kwun Tong	72	76	94.7%
Tsuen Wan	33	41	80.5%
Tuen Mun	59	68	86.8%
Yuen Long	70	78	89.7%
North	43	48	89.6%
Tai Po	24	37	64.9%
Sha Tin	59	81	72.8%
Sai Kung	41	64	64.1%
Islands	23	35	65.7%
Kwai Tsing	57	63	90.5%

Note: KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.

Number of KGs joining the Scheme and
their percentage share in KGs of Hong Kong
by school type (i.e. operating HD, WD, and/or LWD classes)
in the 2018/19 school year

Service	Number of KGs joining the Scheme (Note 1)	Number of KGs in Hong Kong (Note 1, 2)	Percentage share of KGs joining the Scheme
Operating HD class	511	772	66.2%
Operating WD class	364	459	79.3%
Operating LWD class	246	246	100%

Note:

(1) KGs with both HD and WD/LWD classes are concurrently counted under the respective column of HD, WD and LWD classes.

(2) KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.

Appendix 3

Number of KGs joining the Scheme and
their percentage share in KGs of Hong Kong
by number of students in the 2018/19 school year

Number of students	Number of KGs joining the Scheme	Number of KGs in Hong Kong (Note)	Percentage share of KGs joining the Scheme
90 or less	194	334	58.1%
91 to 180	307	369	83.2%
181 to 270	124	157	79.0%
More than 270	128	173	74.0%

Note: KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.

Number of KGs joining the Scheme and collecting school fee
and number of KGs in Hong Kong
and
their respective lowest annual school fee, highest annual school fee,
median annual school fee and weighted average annual school fee
by school type in the 2018/19 school year

(1) Number of KGs

Class	Number of Scheme KGs collecting school fee	Number of KGs in Hong Kong (Note 1)
HD class	34	772
WD class	316	459
LWD class	225	246

(2) School fee of KGs joining the Scheme

Service	Lowest annual school fee ($) (Note 2)	Highest annual school fee ($) (Note 2)	Median annual school fee ($) (Note 2)	Weighted average annual school fee ($) (Note 2)
HD class	100	10,100	3,400	3,700
WD class	200	26,200	8,100	8,700
LWD class	700	26,200	12,000	11,600

(3) School fee of local NPM KGs not joining the Scheme

Class	Lowest annual school fee ($) (Note 2)	Highest annual school fee ($) (Note 2)	Median annual school fee ($) (Note 2)	Weighted average annual school fee ($) (Note 2)
HD class	22,400	66,000	36,900	38,500
WD class	38,300	198,300	87,400	90,300

(4) School fee of local PI KGs

Class	Lowest annual school fee ($) (Note 2)	Highest annual school fee ($) (Note 2)	Median annual school fee ($) (Note 2)	Weighted average annual school fee ($) (Note 2)
HD class	18,200	110,000	59,800	61,800
WD class	38,300	149,800	81,600	75,600

(5) School fee of non-local KGs

Class	Lowest annual school fee ($) (Note 2)	Highest annual school fee ($) (Note 2)	Median annual school fee ($) (Note 2)	Weighted average annual school fee ($) (Note 2)
HD class	27,600	160,800	78,800	80,600
WD class	47,800	198,300	118,600	126,000

Note:

(1) KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.

(2) Figures are rounded to the nearest 100. KGs with both HD and WD/LWD classes are concurrently counted under the respective column of HD, WD and LWD classes.

TP ratio of KGs joining the Scheme and all local KGs in the 2018/19 school year

(1) TP ratio of KGs joining the Scheme

	KGs operating HD class only	KGs operating WD class only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.1	1:10.6	1:11.2	1:9.4
Average ratio in afternoon session	1:8.7	1:10.7	1:8.4	1:9.5

(2) TP ratio of all local KGs

	KGs operating HD class only	KGs operating WD class only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.4	1:10.4	1:11.5	1:9.4
Average ratio in afternoon session	1:8.6	1:10.5	1:8.3	1:9.5

Note:

(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.

(2) Under the Scheme, the number of teachers a KG needs to employ to meet the required overall TP ratio of 1:11 is calculated based on the total number of students in all of its classes as at mid-September. KGs may flexibly deploy teachers to take up duties in different sessions of the day.

(3) Only teachers holding Certificate in Early Childhood Education are included (principal not included).

(4) Local KGs include local NPM KGs eligible for joining the Scheme and local PI KGs which are ineligible for joining the Scheme.
(5) FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2536)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

(a) What are the numbers of public sector primary and secondary school teachers with a degree or equivalent qualification, and their respective percentages out of the total numbers of public sector primary and secondary school teachers in the 2018/19 school year?

(b) What are the numbers of public sector primary and secondary school teachers without a degree or equivalent qualification, their respective percentages out of the total numbers of public sector primary and secondary school teachers, and the number of these teachers who still hold a non-graduate teacher post in the 2018/19 school year?

(c) Starting from the 2019/20 school year, public sector primary and secondary schools may, in the light of their school-based circumstances, fully implement the policy for an all-graduate teaching force within a two-year period. What will be the total expenditure involved? What will the Government do if a school fails to give all qualified teachers a graduate teacher post within the time limit?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 36)

Reply:

(a) In the 2018/19 school year, the number of public sector primary and secondary school teachers without a bachelor's degree and their percentage against the total number of public sector primary and secondary school teachers are set out below:

Public Sector Primary and Secondary Schools

	No. of teachers without a bachelor's degree#*	Percentage# (%)
Primary Schools (Government and Aided)	530	2.4
Secondary Schools (Government, Aided and Caput)	250	1.1

Estimated figures
* Numbers are rounded to the nearest 10

(b) In the 2018/19 school year, the number of public sector primary and secondary school teachers with a bachelor's degree and their percentage against the total number of public sector primary and secondary school teachers, and the number of those teachers who are appointed to non-graduate teacher posts are set out below:

Public Sector Primary and Secondary Schools

	No. of teachers with a bachelor's degree#*	Percentage# (%)	No. of teachers appointed to non-graduate teacher posts#*
Primary Schools (Government and Aided)	21 590	97.6	11 270
Secondary Schools (Government, Aided and Caput)	22 200	98.9	4 300

Estimated figures
* Numbers are rounded to the nearest 10

(c) As announced in the 2018 Policy Address, the all-graduate teaching force policy would be implemented in public sector primary and secondary schools in one go in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in two years. The amount of additional funding involved is about $1.5 billion.

Starting from the 2019/20 school year, all teaching posts within the approved establishment of public sector primary and secondary schools will be graduate teacher posts. Schools may, in light of their own circumstances, arrange eligible teachers who are willing to shoulder the duties of graduate teachers to be regraded as graduate teachers by the 2020/21 school year. According to the prevailing arrangement, if teachers, for various reasons (e.g. without a recognised degree), choose to stay in the non-graduate grade, schools are required to offset the corresponding graduate teacher posts until the teachers concerned leave service because of natural wastage. The

Education Bureau (EDB) will gain understanding of the utilisation of graduate teacher posts in schools through day-to-day contacts with school administrators and school visits. The EDB will also closely monitor the implementation progress of the policy in schools. The School Management Committee/Incorporated Management Committee may be required to submit a school-based implementation plan to the EDB for examination when necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2551)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list, by district, school type and length of teaching service, the number of Student Guidance Teachers serving at primary schools in the 2018/19 school year. Is there any plan to offer relevant training courses and recruit additional Student Guidance Teachers so as to strengthen the school guidance service for students? If yes, what are the details and what is the expenditure involved? If no, what are the reasons?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 32)

Reply:

In the 2018/19 school year, there are 113 Student Guidance Teachers (SGTs) serving at aided primary schools. Information on their length of teaching service is not available. As the decision of whether to employ SGTs rests with schools or school sponsoring bodies and this has no connection with school location, the Education Bureau (EDB) does not make analysis on a district basis for compilation of relevant statistics.

Currently, tertiary institutions offer various programmes on social work and guidance services. These programmes cover such areas as counselling skills and practice, case management, personal growth education, catering for student diversity, Comprehensive Student Guidance Service and small group interaction. Every year, the EDB commissions tertiary institutions to organise Certificate Courses on Student Guidance and Discipline for Teachers of Primary Schools to support teachers and strengthen school guidance service. Given that there are sufficient student guidance training courses for teachers interested in student guidance work, the EDB has no plan to offer additional training courses at the moment.

With the implementation of the "one school social worker for each school" policy in the 2018/19 school year, the EDB will collect data and views by such means as questionnaire

surveys and school visits for reviewing the mode of collaboration between student guidance and social work services, and communicate with the education sector to heed its views and suggestions and identify the best way to provide school social work and guidance services by exploring all feasible proposals. The review work is underway. At the current stage, the EDB does not have any plan to create additional posts in relation to guidance work.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2742)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

1. What was the expenditure on pay and allowances for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in the past 5 years? What is the estimated expenditure for the coming year?

2. Please give details of the duty visits outside Hong Kong made by the Secretary for Education and the Under Secretary for Education in the past 2 years, including dates, purpose/outcome of visit, size of entourage and the expenditure involved.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 19)

Reply:

1. The salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education from 1 April 2014 onwards is as follows:

	Salary ($million)				
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Secretary for Education	3.42	3.58	3.58	3.90	4.06
Under Secretary for Education	2.22	2.33	2.33	2.31*	2.64
Political Assistant to Secretary for Education	1.20	1.25	1.25	1.16#	1.42

* The post was vacant from 1 July 2017 to 1 August 2017.

\# The post was vacant from 1 July 2017 to 22 August 2017.

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 2019-20 are around $4.08 million, $2.65 million and $1.43 million respectively.

2. Information about duty visits outside Hong Kong made by the Secretary for Education and the Under Secretary for Education in 2017-18 and 2018-19 is at Annexes A and B respectively.

Duty visits outside Hong Kong made by Secretary for Education (SED)

(1) From 1 April 2017 to 30 June 2017

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
20 to 23 April 2017	Shanghai and Hang-zhou	To meet with local education officials and attend university exchange activities to promote co-operation in higher education	2	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009
26 to 28 April 2017	Vietnam	To meet with local education officials and university management to explore opportunities for promoting co-operation between higher education institutions of the two places, and to deliberate on the agreement and measures for extending the "Belt and Road" Scholarship to Vietnam	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	15,652	14,617	30,269
21 to 24 May 2017	United Kingdom	To attend and speak at the Going Global 2017, and to hold bilateral meetings with education officials from around the world	2	14,896	84,367	43,788	143,051

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 University Grants Committee-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803
6 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3	No expenses as no over-night stay	No air passage (by car)	7,646	7,646
13 to 16 June 2017	Myanmar	To have a meeting with the Union Minister of Education of Myanmar, at which both sides agreed to follow up on and finalise a memorandum of understanding on education co-operation, with a view to providing a foundation for further co-operation on the education front	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	1,459 (The expenditure covers departure tax, passenger security charge and airport construction fee; the flight ticket was redeemed with flight award)	16,841	18,300

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
16 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education co-operation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education co-operation and student learning of the two places	2	No expenses as no over-night stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2019

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
21 to 25 January 2018	United Kingdom	To speak at the Education World Forum and hold bilateral meetings with individual education ministers attending the Forum, to visit the Department for Education of the UK, Chartered College of Teaching and British Council, to visit the British Educational Training & Technology Show, and to meet with Hong Kong teachers who were on study tour in UK	2	32,639	160,508	12,292	205,439
29 March 2018	Shenzhen	To attend the Establishment Ceremony of the Harmonia College of the Chinese University of Hong Kong, Shenzhen	-	-	-	-	[Travelling expenses borne by the Constitutional and Mainland Affairs Bureau]
20 to 22 June 2018	Beijing	To attend a regular working meeting with the Ministry of Education, to visit a local secondary school and a local university, and to meet Hong Kong young people who were pursuing tertiary studies or working in Beijing	1	6,541	10,800	5,000	22,341
26 July 2018	Huizhou	To meet with education officials of the Huizhou Municipal Government to explore co-operation opportunities in education	1	No expenses as no over-night stay	No air passage (by car)	2,400	2,400

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
29 August 2018	Zhuhai and Zhongshan	To meet with officials of the Zhuhai Education Bureau and the Zhongshan Education and Sports Bureau to explore co-operation opportunities in education between Hong Kong and the two municipalities under the development of the Greater Bay Area	2	No expenses as no over-night stay	No air passage (by ferry)	1,230	1,230
28 September to 1 October 2018	Beijing	To attend the exchange activities of the National Day Delegation from the Educational Sector of Hong Kong 2018	1	15,000	16,116	5,960	37,076
28 to 30 October 2018	Hangzhou and Ningbo	To attend the Ningbo-Hong Kong Education Co-operation Forum 2018, to meet with officials of Zhejiang Province, Hangzhou and Ningbo, and to visit various education organisations	1	7,907	8,142	1,821	17,870
4 December 2018	Guangzhou	To attend the Guangdong-Hong Kong Sister School Contract Signing Ceremony 2018	1	No expenses as no over-night stay	No air passage (by high speed rail)	972	972
22 January 2019	Zhuhai	To visit a higher education institution, looking into the participation of Hong Kong's universities in higher education development in the Guangdong-Hong Kong-Macao Greater Bay Area	1	No expenses as no over-night stay	No air passage (by car)	2,500	2,500

Notes:

(1) The Secretary for Education would meet local students from Hong Kong where possible.

(2) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

Duty visits outside Hong Kong made by Under Secretary for Education (US(Ed))

(1) From 1 April 2017 to 30 June 2017

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**C) Other expenses** ($) (Note 4)	**Total expenditure incurred by US(Ed) & official entourage from SED's Office** ($) (A)+(B)+(C)
17 to 19 April 2017	Nanjing	To attend the working meeting on the Exchange Programme for Teachers and Students of Higher Education Institutions in the Mainland, Hong Kong and Macau 2017	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	9,750	4,225	13,975

(2) From 1 July 2017 to 8 March 2019

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**C) Other expenses** ($) (Note 4)	**Total expenditure incurred by US(Ed) & official entourage from SED's Office** ($) (A)+(B)+(C)
28 September to 1 October 2017	Beijing	To lead the National Day Delegation from the Educational Sector of Hong Kong to participate in educational exchange activities in Beijing	1	- [Hotel accommo-dation sponsored by the Ministry of Education and the sponsored amount is not available]	13,774	8,544	22,318
19 to 25 February 2018	USA	To visit information technology companies in the Silicon Valley, USA to learn about the latest development of e-learning	-	11,000	57,910	6,106	75,016

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	C) Other expenses ($) (Note 4)	Total expenditure incurred by US(Ed) & official entourage from SED's Office ($) (A)+(B)+(C)
10 to 12 May 2018	Chengdu	To accompany the Chief Executive in attending activities on Hong Kong-Sichuan co-operation	-	2,119	3,440	1,654	7,213
22 & 23 May 2018	Hangzhou	To attend the Zhejiang-Hong Kong Sister School Contract Signing Ceremony and interflow activities	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	4,170	2,238	6,408
12 June 2018	Macao	To attend a forum on higher education in the Guangdong-Hong Kong-Macao Greater Bay Area	-	No expenses as no over-night stay	No air passage (by ferry)	575	575
30 June 2018	Shenzhen	To attend activities related to STEM education in China	-	No expenses as no over-night stay	No air passage (by car)	2,287	2,287
15 to 20 August 2018	Yinchuan and Dunhuang	To join a visit of history and culture education to Yinchuan and Dunhuang	-	2,250	6,236	4,882	13,368
4 to 7 October 2018	Canada	To attend steering group meetings and summits of the Organisation for Economic Co-operation and Development	1	9,355	66,028	8,835	84,218
23 & 24 October 2018	Beijing	To attend the opening ceremony of the Beijing-Hong Kong University Alliance Summit	-	3,612	5,920	3,887	13,419
5 & 6 November 2018	Shanghai	To attend the launch ceremony of the Shanghai-Hong Kong University Alliance	-	2,852	4,710	2,098	9,660

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	C) Other expenses ($) (Note 4)	Total expenditure incurred by US(Ed) & official entourage from SED's Office ($) (A)+(B)+(C)
27 to 29 November 2018	Fuzhou, Wuyi Shan and Xiamen	To accompany the Chief Secretary for Administration in attending the third Hong Kong/Fujian Co-operation Conference and visiting Xiamen	-	1,771	971	2,339	5,081
21 December 2018	Guangzhou	To attend the signing ceremony of the collaboration agreements between the Hong Kong University of Science and Technology, and the Guangzhou Municipal Government and Guangzhou University to establish the Hong Kong University of Science and Technology (Guangzhou)	-	No expenses as no over-night stay	No air passage (by train)	900	900

Notes:

(1) The Under Secretary for Education would meet local students from Hong Kong where possible.

(2) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2744)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the kindergarten education scheme, please provide the following information:

(1) The number of half-day, whole-day and long whole-day kindergartens benefitting from the scheme, and the expenditure involved last year;

(2) Among the kindergartens subsidised under the scheme last year, the number of half-day, whole-day and long whole-day kindergartens that still collected school fees, and the respective amount of average, lowest, highest and median annual school fee; and

(3) For the coming year, i) the number of half-day, whole-day and long whole-day kindergartens that will benefit from the scheme; ii) the expenditure involved; and iii) the number of subsidised kindergartens that will still collect school fees, as well as the respective amount of average, lowest, highest and median annual school fee.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 21)

Reply:

(1) In the 2017/18 school year, a total of 748 kindergartens and kindergarten-cum-child care centres (collectively referred to as KGs) in the territory joined the kindergarten education scheme (Scheme). Among the 748 KGs joining the Scheme (Scheme-KGs), the respective number of KGs operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes was 510, 354 and 246 (Note: KGs operating both HD and WD/LWD classes were concurrently counted in the respective category under HD, WD and LWD classes). The expenditure on the Scheme in 2017-18 (the previous year) was about $3.9 billion, reflecting the estimated expenditure for the first 8 months (i.e. from August 2017 to March 2018) after the implementation of the Scheme in the

2017/18 school year and the one-off start-up grant provided in 2016-17 and 2017-18 for Scheme-KGs.

(2) In the 2017/18 school year, the respective number of Scheme-KGs operating HD, WD and LWD classes with approval to charge school fees was 34, 316 and 225. For these KGs, the weighted average school fee, median school fee, highest school fee and lowest school fee are tabulated as follows (Note 1):

Annual school fee	HD Class	WD Class	LWD Class (Note 2)
Weighted average	$3,000	$8,100	$11,000
Median	$2,900	$7,300	$11,400
Highest	$9,500	$25,900	$22,500
Lowest	$100	$200	$900

Note 1: Figures are rounded to the nearest 100. KGs operating both HD and WD/LWD classes are concurrently counted in the respective column under HD, WD and LWD classes.

Note 2: It refers to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

(3) In the 2018/19 school year, the total number of Scheme-KGs is 753, accounting for about 97% of the 779 eligible KGs (i.e. local non-profit-making KGs) in the territory. The estimated number of Scheme-KGs in the 2019/20 school year is about 760 and the estimated expenditure on the Scheme for 2019-20 (the coming year) is about $6.3 billion. The Education Bureau conducts a student enrolment survey on local KGs at the beginning of each school year to collect data for analysis and compilation of other relevant information (e.g. number of KGs, classes and school places). Hence, a breakdown of the number of Scheme-KGs operating HD, WD and LWD classes in the 2019/20 school year is not available yet. In respect of school fees for the 2019/20 school year, as we are still vetting KGs' applications for school fee revision, the information requested is unavailable at this stage.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2745)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Enhanced School-based Educational Psychology Service (SBEPS), please advise of the following:

1. whether the Education Bureau's statement last year that the Enhanced SBEPS would be expanded to about 120 primary and secondary schools in the 2018/19 school year is the same as what is mentioned in the 2019-20 Estimates, i.e. the EDB will extend the Enhanced SBEPS (with the ratio of educational psychologist (EP) to school being 1:4) to about 60 per cent of all public sector primary and secondary schools and enhance the ratio of EP to school to 1:6 for the remaining 40 per cent of primary and secondary schools in the coming year; if not, the details;

2. the progress to date of the extension of the Enhanced SBEPS, including the number of primary and secondary schools currently provided with the service;

3. the number of EPs that provided the SBEPS and the expenditure involved in the past 3 years;

4. the work that the EDB will undertake in respect of the provision of SBEPS for all public sector primary and secondary schools in the coming year, the estimated expenditure and manpower resources involved; and

5. the outcome of EDB's negotiations with local universities to explore the feasibility of increasing the number of EP training places (which were ongoing last year according to EDB).

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 22)

Reply:

1. to 5.
All public sector mainstream primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS) starting from the 2016/17 school year. School-based educational psychologists (EPs) adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity to cater for students' diverse educational needs. In that school year, the Education Bureau (EDB) progressively improved the ratio of EP to school to 1:4 for public sector mainstream primary and secondary schools with comparatively large number of students with special educational needs (SEN), i.e. Enhanced School-based Educational Psychology Service (Enhanced SBEPS). In the 2018/19 school year, the Enhanced SBEPS covers 119 primary and secondary schools. The Enhanced SBEPS will be extended to about 150 primary and secondary schools in the 2019/20 school year. As announced by the Chief Executive in the 2018 Policy Address, the Enhanced SBEPS will be further extended with the target of covering about 60% of public sector mainstream primary and secondary schools, and the ratio will be enhanced to 1:6 for the remaining 40% of schools by the 2023/24 school year.

The number of EPs providing the SBEPS from the 2016/17 to 2018/19 school years is 138, 144 and 151 respectively, and the estimated number of EPs in the 2019/20 school year is 158. The expenditure on the provision of the SBEPS for public sector mainstream schools is tabulated below:

School Year	2016/17	2017/18	2018/19 (Revised Estimate)	2019/20 (Revised Estimate)
Expenditure ($ million)	119	127	173	185

With regard to increasing the supply of EPs, the EDB has liaised with local universities and the University Grants Committee to increase EP training places. It is expected that an additional 45 places will be provided in the 2019-2022 triennium as compared with the previous triennium.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2746)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from last year, public sector schools have been provided with a recurrent Air-conditioning Grant by the Education Bureau. In this connection, please provide the following information:

(1) A breakdown showing the number of grant applications, the number of schools receiving the grant, the average amount and the total amount disbursed listed according to the use of the grant (e.g. electricity charges and routine maintenance costs etc.); and

(2) The estimated expenditure and manpower involved in the provision of the grant in the coming year.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 23)

Reply:

(1) Starting from the 2018/19 school year, a recurrent Air-conditioning Grant (AC Grant) has been provided for all public sector schools by the Education Bureau (EDB). The number of schools is tabulated as follows:-

Finance Type	Primary School	Secondary School	Special School
Government	34	31	-
Aided	422	359	59*
Caput	-	2	-

*not applicable to the Hospital School

The AC Grant is calculated based on the types and number of eligible rooms/facilities in a school. Whenever a school changes the use of its teaching facilities, carries out structural alteration or conversion works, or installs air-conditioning systems for eligible facilities without such provision in accordance with the prevailing mechanism during the school year, the AC Grant will be adjusted accordingly. The average and total amount of the grant allocated in the 2018/19 school year are not available at this stage as the school year has not yet come to a close. The overall estimated expenditure is around $380 million. Since the AC Grant is provided in the form of a block grant, schools are not required to make separate grant applications for the daily expenses of air-conditioning systems (including electricity charges and routine maintenance costs).

(2) As the manpower and expenditure involved in the provision of the AC Grant are subsumed under EDB's overall expenditure, a breakdown of the estimated expenditure is not available. The rates for different types of eligible rooms/facilities under the AC Grant will be adjusted annually in accordance with the movement of the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2748)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in the coming year that the Education Bureau will continue to provide recurrent grant and professional support for public sector secondary, primary and special schools that have formed sister schools with their counterparts in the Mainland. Please advise on:

1. the number of secondary, primary and special schools that have formed sister schools with their counterparts in the Mainland in the past 3 years and the expenditure on related programmes;

2. the relevant work, including the estimated expenditure and manpower resources involved, in the coming year; and

3. regarding the initiative "to study and explore the feasibility of linking up kindergartens in Guangdong, Hong Kong and Macao as 'sister kindergartens'" mentioned in the Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area, whether the Administration will take this forward in the coming year; if yes, please provide the details, including the estimated expenditure and manpower resources involved.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 25)

Reply:

1. and 2. The Education Bureau (EDB) launched the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) from the 2015/16 to 2017/18 school years, under which a fixed grant of $120,000 per annum and professional support were provided for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. The number of schools participating in the Pilot Scheme and the expenditure of the grant are tabulated below:

School year	Secondary school	Primary school	Special school	Total no. of schools	Expenditure of grant ($ million)
2015/16	150	139	13	302	36.24
2016/17	223	228	20	471	56.52
2017/18	250	260	25	535	64.20

The Government has regularised the Pilot Scheme with effect from the 2018/19 school year to provide a recurrent grant (which is set at $150,000 for the 2018/19 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year) and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. As at March 2019, 626 local schools have applied for the Grant for the Sister School Scheme. Applications are open all year round. It is anticipated that there will be 700 and 775 participating primary, secondary and special schools in the 2018/19 and 2019/20 school years respectively. The EDB will continue to provide assistance to local schools to form sister schools in the Mainland to promote more in-depth professional exchange and multi-faceted collaboration, with a view to enhancing the quality and quantity of sister school exchanges, and hence facilitating cultural exchange and increasing teachers' and students' knowledge and understanding of the Mainland. The EDB is using its existing resources to carry out the relevant work. As the manpower and expenditure involved are subsumed under the departmental expenditure of the EDB, a breakdown is therefore not available.

3. Forming "sister kindergartens" between kindergartens or nurseries in Hong Kong and those in the Mainland and Macao helps promote cultural exchange and enhance the professional competency of kindergarten teachers. Given the tender age of kindergarten students, it is not appropriate to arrange them for mutual visits as practiced for primary and secondary students. As such, we need to carefully consider the implementation strategies and pace, and no relevant information is available at this stage. At present, to promote exchanges among the three regions, we have been actively organising diversified professional exchange activities for kindergartens, such as the Shenzhen-Hong Kong Principals' Forum, the Mainland-Hong Kong Teachers Exchange & Collaboration Programme, and study trips on the Mainland's kindergarten education development.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2749)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated in Matters Requiring Special Attention in the coming year, the Education Bureau will continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes (Programme) to support needy students to participate in after-school activities. Please advise this Committee of the following:

1. For the past year, the number of needy students benefitting from the Programme, the number of schools and non-profit making organisations in receipt of the subsidies, the amount of subsidies, and the types of after-school activities organised; and

2. For the coming year, details of relevant work, including the estimated expenditure and manpower resources involved.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 26)

Reply:

1. 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 (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS).

In the 2017/18 school year, for the School-based Grant, 902 schools which constitute more than 90% of all the eligible schools in the territory with 213 400 eligible students participate in the Programme. Regarding the Community-based Project Grant, the 508 projects organised by 169 NGOs are targeted at individual eligible students totaling about 100 000. The total funding for the Programme is about $240 million, in which about $117 million is for the School-based Grant and about $123 million for the Community-based Project Grant.

The objectives of the Programme are to help needy students enhance learning effectiveness, broaden learning experience outside classroom and raise understanding of and sense of belonging to the community. The types of activities grouped along the above-mentioned major objectives are set out below. A wide spectrum of activities is organised under each type by the schools and/or the NGOs provided with the grants to cater for the diverse needs of students.

Objectives	To enhance learning effectiveness	To broaden learning experience outside classroom	To raise understanding of and sense of belonging to the community
Types of activities	• Tutorial services • Training of learning skills • Training of languages	• Art & cultural activities • Sports activities • Visits & outdoor activities	• Volunteer services • Social & communication skills training (complemented by development of self-confidence through leadership training, adventure activities, etc.)

2. For the 2019/20 school year, EDB will earmark around $240 million to continue subsidising schools and NGOs under the Programme to organise diversified after-school activities. The relevant manpower resources and staff expenses are subsumed under the overall expenditure of EDB and no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2750)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in the coming year that the Administration will further enhance the provision of school nurses and school social workers. Please provide the relevant details, including the estimated expenditure involved and manpower arrangements.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 27)

Reply:

The Education Bureau (EDB) has enhanced the establishment of school nurse and school social worker in special schools in the 2018/19 school year. For school nurses, 1 additional school nurse is provided for schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the provision of school nurses has been expanded to cover the school for children with visual impairment and the school for children with hearing impairment, so that these schools each have a school nurse to strengthen their support for students with care needs. In the 2018/19 school year, the EDB has provided the above special schools with a total of 51 additional school nurse posts, which involve an expenditure of around $26 million. For school social workers, special schools with a total capacity of 60 or fewer are provided with 1 school social worker, and subsequently 0.5 school social worker for every 30 students. In the 2018/19 school year, the EDB has provided special schools with a total of 20 additional school social worker posts, which involve an expenditure of around $13 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2751)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

There will be a substantial decrease in the number of primary, secondary and special schools to be provided with school-based professional support in the coming year. The reasons provided by the Administration included that the Education Development Fund would come to a close by the end of the 2018/19 school year. However, "the necessary support for schools to implement new education and curriculum initiatives" would continue with the Education Bureau's funding.

Please provide the relevant details of "the necessary support for schools to implement new education and curriculum initiatives" in primary, secondary and special schools, and the expenditure and manpower to be deployed due to the closure of the Fund.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 28)

Reply:

The Education Development Fund (EDF) was set up in 2004 to finance the implementation of different School-based Professional Support (SBPS) Programmes with a view to enhancing schools' capacity to take forward various education reform measures. These SBPS programmes include the School Support Partners (Seconded Teacher) Scheme, which seconds experienced teachers to provide professional support on various theme-based or Key Learning Area (KLA) projects; the Professional Development Schools (PDS) Scheme, which designates schools with exemplary practices in learning and teaching and a good sharing culture to provide support services to other schools; and the University-School Support Programmes (USP), which commissions universities to provide diversified school-based professional support connecting research-based pedagogies with classroom practices to cater for schools' development needs. The cost for administering the EDF and

monitoring various SBPS programmes, as well as the relevant expenses and manpower resources are subsumed under the overall expenditure of the EDB.

The EDF will come to a close by the end of August 2019. Starting from the 2019/20 school year, the support for schools to implement new education and curriculum initiatives, including the promotion of Science, Technology, Engineering and Mathematics (STEM) education and Self-directed Learning, will continue with the EDB's funding. Professional officers of the EDB will continue to provide on-site support services to assist schools in developing school-based curricula based on the schools' needs and enhancing teachers' professional capability. Effective programmes currently financed by the EDF will also be refined and regularised as part of the EDB's on-going initiatives. For example, teachers will continue to be seconded to participate in the EDB's various theme-based or KLA projects through the Annual Teacher Secondment Exercise, while professional support services to schools and teachers by means of sharing exemplary practices provided under the USP and PDS Scheme with exemplary practices will be sustained through Quality Education Fund Thematic Networks financed by the Quality Education Fund. The relevant expenses and manpower resources are subsumed under the overall expenditure of the EDB and/or other different funds.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2752)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Questions on matters related to other educational services and subsidies are as follows:

1. Please provide details of the Paid Non-local Study Leave Scheme for Secondary School Teachers currently implemented on a pilot basis by the Bureau, including the expenditure involved, number of participating teachers, maximum level of grant per teacher, places of study and duration of programmes.

2. In respect of national education, please advise of: (a) the number of primary and secondary students and teachers participating in Mainland exchange programmes, the places covered in each programme, the duration of each programme, and the expenditure involved in each of the past 3 years; (b) the details of the Mainland exchange programmes that the Bureau will organise for students and teachers in the coming year, such as the estimated number of student and teacher to be benefitted, as well as the expenditure involved.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 29)

Reply:

1. The Education Bureau (EDB) launched the "i-Journey" Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) as a three-year pilot scheme in the 2017/18 school year. Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiatives/research. The total expenditure of the first batch of the Scheme is $7.49 million, which was mainly used for covering participants' travelling expenses for the passage between Hong Kong and the location for overseas experience, programme/activity fees and the grant disbursed to

participants' schools for employment of supply teachers. Programmes offered in different places may have different content and hence the expenditures vary. On the whole, the cost for each participating teacher in the first batch of the Scheme ranged from around $90,000 to $130,000. With the expenditure on employment of supply teachers taken into account, the cost for each participating teacher would range from around $130,000 to $180,000. Since the items for the second batch of the Scheme have yet to be finalised, expenditure figures are unavailable at the present stage.

In the 2017/18 and 2018/19 school years, the details of the Scheme are as follows:

2017/18 school year (First Batch of the Scheme)			
Destination	Programme duration	Subjects/Areas covered in the training	No. of participants
Helsinki & Jyväskylä, Finland	5 weeks	Interdisciplinary Learning & Entrepreneurship Education	15
Melbourne, Australia	6 weeks	Catering for Students with Special Educational Needs (SEN)	20
Exeter, the United Kingdom	4 weeks	STEM Education	15

2018/19 school year (Second Batch of the Scheme)			
Destination	Programme duration	Subjects/Areas covered in the training	No. of participants *Provisional figures
Turku, Finland	5 weeks	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	5 weeks	Assessment Literacy	15
Singapore	5 weeks	STEM Education	10

2. In the past 3 years, Mainland exchange programmes organised or subsidised by the EDB for primary and secondary students varied in duration. They covered different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities. In the coming year, the EDB will continue to provide primary and secondary students with adequate opportunities to join Mainland exchange programmes. The number of students participating in Mainland exchange programmes and the expenditure involved in the past 3 years and the coming year are tabulated below:

School year	No. of students (rounded down to the nearest hundred)	Expenditure ($ million)
2016/17	59 800	64.2
2017/18#	67 000	85.4
2018/19+	73 800	103.3
2019/20++	108 900	115

Actual figures revised from preceding year's estimates
+ Provisional figures
++ Estimated figures

As regards teachers, apart from participation in the above Mainland exchange programmes for students as learning facilitators according to the teacher-to-student ratio of 1:10, they also participate in various professional exchange programmes organised for them by the EDB. These programmes/visits vary in duration. In the past 3 years, visits were made to different provinces and cities in the Mainland, such as Beijing, Wuhan, Chengdu, Nanning and various cities within the Guangdong Province. The number of participants and the expenditures involved in the past 3 years and the coming year are tabulated below:

School year	No. of teachers (rounded to the nearest ten)	Expenditure ($ million)[@]
2016/17	690	2.9
2017/18[#]	760	5.5
2018/19[+]	1 800	8.7
2019/20[++]	2 350	13.2

Actual figures revised from preceding year's estimates
+ Provisional figures
++ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2754)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. It is stated under Matters Requiring Special Attention that the Education Bureau (EDB) will continue to provide more Mainland exchange opportunities for primary and secondary school students. In this connection, please provide the relevant details, including the estimated expenditure involved and manpower arrangements.

2. It also mentioned that the EDB will continue to develop a variety of teaching and learning (T&L) resources for promoting Basic Law education in schools. In this connection, please provide (a) the relevant details, including the estimated expenditure involved and manpower arrangements; and (b) the details of various learning and teaching resources that have been developed for promoting Basic Law education in the past 5 years, including the names of departments and/or organisations developing the resources, titles of the T&L resources, the expenditure involved and manpower arrangements.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 31)

Reply:

1. To dovetail with the school curriculum and the latest development of our country, the Education Bureau (EDB) organises Mainland exchange programmes for students, or subsidies those organised by schools. With diversified themes and destinations, these programmes enable participants to gain first-hand experience of our country's development in aspects of history, culture, economy, education, science and technology etc. from multiple perspectives. The estimated expenditure on subsidies to primary and secondary school students for Mainland exchange is $115 million in the 2019/20 school year. The manpower resources required are subsumed under the recurrent expenditure of the EDB.

2. The EDB has been continuously enriching, updating and developing the learning and teaching (L&T) resources for Basic Law education in order to align with the latest state of

curriculum development. With respect to the development of L&T resources, from 2015-16 to 2018-19, the EDB has provided secondary schools with various L&T resources, including the "Understanding the Law, Access to Justice - Basic Law Learning Package (Junior Secondary)" (e-book and e-platform versions); "Development of Learning and Teaching Strategies and Resources to Facilitate Students' Deep Learning of the Basic Law through Community Study"; online L&T resources for the "Constitution and the Basic Law" module; "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers"; "Basic Law Online Course for Secondary School Students' Self-directed Learning"; and 2 assessment banks, namely "Basic Law On-line Assessment (Junior Secondary)" (for students) and "Web on Assessment for BLE (Junior Secondary)" (for teachers).

From 2015-16 to 2018-19, the EDB has provided primary schools with the Resource Package on "Effective Use of 'Let's Learn the Basic Law' Learning Package ", "Learning and Teaching Resource CD for Primary General Studies (History and Culture Series) " and "Basic Law Audio-visual Learning and Teaching Package (Senior Primary)" to enhance teachers' and students' understanding of the Basic Law. In 2019-20, the EDB will develop the Learning and Teaching Resource CDs on "Engineering in China" under the "History and Culture Series".

The expenditure on developing L&T resources (including resource packages and assessment banks) for Basic Law education does not include the manpower expenses of the EDB in the development process. We cannot single out the manpower expenses associated with developing L&T resources as it is an integral part of our day-to-day curriculum development work.

On an on-going basis, the EDB collects feedback and evaluates the effectiveness of its work through various channels to further enrich and refine the L&T materials related to Basic Law education. The L&T resources on the Basic Law mentioned in the previous paragraph were developed by the staff and seconded teachers of the EDB. The development of these resources involved collaboration between departments inside and outside the Bureau and other organisations, and seeking the opinions of the Department of Justice, the Constitutional and Mainland Affairs Bureau and experts on the constitution and the Basic Law through different means such as focus groups and meetings. The expenditure on developing L&T resources for Basic Law education from 2015-16 to 2019-20 is as follows:

2015-16[@]	2016-17[@]	2017-18[@#]	2018-19[@*]	2019-20[@++]
3.65 million	1.71 million	1.51 million	0.18 million	0.58 million

[@] Manpower resources in the provision are subsumed under the recurrent expenditure of the EDB
\# Actual figures revised from last year's estimates
* Provisional figures
++ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2756)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of students benefitting from the Mainland University Study Subsidy Scheme and the amount of subsidy granted in the past 3 years, and the expenditure and manpower arrangements for implementing the Scheme in the coming year.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 33)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Students having passed a means test will receive either a full-rate subsidy or a half-rate subsidy ("means-tested subsidy") per academic year, depending on their needs. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions. In addition, a "non-means-tested subsidy" is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy per academic year. The amount of subsidy will be reviewed and adjusted as appropriate. For the 2018/19 academic year, the full-rate subsidy and half-rate subsidy of the "means-tested subsidy" are $16,800 and $8,400 respectively. The "non-means-tested subsidy" offers $5,600.

In the 2016/17 and 2017/18 academic years, there were respectively 2 190 and 3 056 students granted the subsidy (including both newly-approved applications and renewals) amounting to around $28 million and $35 million. In the 2018/19 academic year (as at 28 February 2019), a total of 3 124 students have been granted subsidy amounting to around $40 million.

The expenditure of the MUSSS for the 2019/20 academic year is subject to the number of applications and renewals. The Education Bureau (EDB) has reserved a sufficient amount of funding to meet the purpose. To cope with the additional workload arising from the implementation of the MUSSS, EDB and the Working Family and Student Financial Assistance Agency (WFSFAA), in addition to making use of existing resources, have created civil service posts, namely 3 of Executive Officer Grade and 7 of Clerical Officer Grade. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2757)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the annual expenditure on the implementation of Territory-wide System Assessment and Student Assessment in each of the past 3 years, as well as the estimated expenditure and details of work for the coming year.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 34)

Reply:

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment (BCA) project, including Student Assessment (SA)[Note] and Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Accepted the recommendations of the Committee, the EDB implemented the 2016 Tryout Study (Primary 3) (2016 Tryout Study) in 2016, and the BCA Research Study (Research Study) in 2017 and starting from 2018, has conducted Primary 3 TSA as a low-stake assessment on a sampling basis. These initiatives have been carried out under the BCA project and the payment according to terms of contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment) is settled to the HKEAA on an annual basis. The expenditure on SA, TSA (covering the 2016 Tryout Study and Research Study) and the related study under the project for the contract period is tabulated as follows:

Contract period	Expenditure ($ million)		Total expenditure ($ million)	Average annual expenditure ($ million)
	SA	TSA and related study under the project		
2015-2018	3	290	293	73

Note: Since January 2017, SA has been upgraded to Student Assessment Repository (STAR) platform.

TSA of the 2019/20 school year will be conducted in the second quarter of 2020. Subject to actual arrangements at the time, the estimated expenditure is around $85 million. Separately, the expenditure on STAR has been subsumed under the overall expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2759)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

(a) The number and percentage of non-Chinese speaking students who participated in Primary One Admission (POA) System for the school years 2016/17 (POA 2016), 2017/18 (POA 2017) and 2018/19 (POA 2018) among the total number of students who participated;

(b) The number and percentage of all students who got admission in "Discretionary Places Admission" stage for school years 2016/17 (POA 2016), 2017/18 (POA 2017) and 2018/19 (POA 2018) among those who participated in POA;

(c) The number and percentage of non-Chinese speaking students who got admission in "Discretionary Places Admission" stage for school years 2016/17 (POA 2016), 2017/18 (POA 2017) and 2018/19 (POA 2018) among those who participated in POA;

(d) The number and percentage of all students who got admission in "Central Allocation" stage for school years 2016/17 (POA 2016), 2017/18 (POA 2017) and 2018/19 (POA 2018) among those who participated in POA, how many among them were allocated to their top three choices;

(e) The number and percentage of non-Chinese speaking students who got admission in "Central Allocation" stage in school years 2016/17 (POA 2016), 2017/18 (POA 2017) and 2018/19 (POA 2018) among those who participated in POA, how many among them were allocated to their top three choices.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 36)

Reply:

(a) 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 participating in the Primary One Admission (POA) 2016, POA 2017 and POA 2018 (i.e. admission to Primary 1 in the 2016/17, 2017/18 and 2018/19 school years) is 1 270, 1 370 and 1 423 respectively. The corresponding percentage share among the total number of students participating in POA is 2.5% in these 3 years.

(b) The number and percentage of students who were offered a Primary 1 place at the "Discretionary Places Admission" stage are 22 504 and 43.5% respectively for the 2016/17 school year (i.e. POA 2016), 23 645 and 42.3% respectively for the 2017/18 school year (i.e. POA 2017) and 24 477 and 43.2% respectively for the 2018/19 school year (i.e. POA 2018).

(c) The number and percentage of NCS students who were offered a Primary 1 place at the "Discretionary Places Admission" stage among the total number of NCS students participating in POA are 763 and 60.1% respectively for the 2016/17 school year (i.e. POA 2016), 818 and 59.7% respectively for the 2017/18 school year (i.e. POA 2017) and 816 and 57.3% respectively for the 2018/19 school year (i.e. POA 2018).

(d) The number and percentage of all students who were allocated a Primary 1 place at the "Central Allocation" stage are 29 243 and 56.5% respectively for the 2016/17 school year (i.e. POA 2016), among which 20 162 students were allocated to schools of their first three choices; 32 235 and 57.7% respectively for the 2017/18 school year (i.e. POA 2017), among which 21 785 students were allocated to schools of their first three choices; and 32 171 and 56.8% respectively for the 2018/19 school year (i.e. POA 2018), among which 22 486 students were allocated to schools of their first three choices.

(e) The number and percentage of NCS students who were allocated a Primary 1 place at the "Central Allocation" stage among the total number of NCS students participating in POA are 507 and 39.9% respectively for the 2016/17 school year (i.e. POA 2016), 552 and 40.3% respectively for the 2017/18 school year (i.e. POA 2017) and 607 and 42.7% respectively for the 2018/19 school year (i.e. POA 2018). We do not compile statistics of students in specific student groups who were allocated to schools of their first three choices to avoid incomprehensive interpretation or misinterpretation of the results.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2760)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

(a) The number and percentage of non-Chinese speaking students who participated in Secondary School Places Allocation (SSPA) System for school years 2016/17 (SSPA 2016), 2017/18 (SSPA 2017) and 2018/19 (SSPA 2018) among the number of non-Chinese speaking students in P.6;

(b) The number and percentage of all students and non-Chinese speaking students who got admission in "Discretionary Places Admission" stage for school years 2016/17 (SSPA 2016), 2017/18 (SSPA 2017) and 2018/19 (SSPA 2018) among those who participated in SSPA, how many among them were allocated to their top three choices;

(c) The number and percentage of all students and non-Chinese speaking students got admission in "Central Allocation" stage for school years 2016/17 (SSPA 2016), 2017/18 (SSPA 2017) and 2018/19 (SSPA 2018) among those who participated in SSPA, how many among them were allocated to their top three choices;

(d) The number and percentage of all students and non-Chinese speaking students who got admission in direct subsidy school in the school years 2016/17, 2017/2018 and 2018/19, how many among them were allocated to their top three choices.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 37)

Reply:

(a) 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 Primary 6 (P6) NCS students participating in the Secondary School

Places Allocation (SSPA) 2016 (i.e. admission to Secondary 1 (S1) in the 2016/17 school year) is 1 390, the number in SSPA 2017 (i.e. admission to S1 in the 2017/18 school year) is 1 458, and the number in SSPA 2018 (i.e. admission to S1 in the 2018/19 school year) is 1 464. Their corresponding percentage share among all P6 NCS students in public sector schools, Direct Subsidy Scheme (DSS) schools, and private schools offering the local curriculum (excluding special schools, the English Schools Foundation schools, other international schools and Private Independent Schools) is 94.5% , 94.3% and 92.1% in the respective school years.

(b) The number and percentage of all P6 students who were allocated a S1 place at the "Discretionary Places" stage among the total number of students participating in SSPA are 17 703 and 38.9% respectively for the 2016/17 school year (i.e. SSPA 2016), 17 933 and 38.0% respectively for the 2017/18 school year (i.e. SSPA 2017) and 18 517 and 37.4% respectively for the 2018/19 school year (i.e. SSPA 2018). The number and percentage of P6 NCS students who were allocated a S1 place at the "Discretionary Places" stage among the total number of NCS students participating in SSPA are 947 and 68.1% respectively for the 2016/17 school year (i.e. SSPA 2016), 920 and 63.1% respectively for the 2017/18 school year (i.e. SSPA 2017), and 931 and 63.6% respectively for the 2018/19 school year (i.e. SSPA 2018). The number of students allocated to schools of their first three choices is not available as each student may apply to not more than 2 secondary schools at the "Discretionary Places" stage.

(c) The number and percentage of all P6 students who were allocated a S1 place at the "Central Allocation" stage among the total number of students participating in SSPA are 27 841 and 61.1% respectively for the 2016/17 school year (i.e. SSPA 2016), among which 24 394 students were allocated to schools of their first three choices; 29 270 and 62.0% respectively for the 2017/18 school year (i.e. SSPA 2017), among which 24 423 students were allocated to schools of their first three choices; and 31 037 and 62.6% respectively for the 2018/19 school year (i.e. SSPA 2018), among which 25 601 students were allocated to schools of their first three choices. The number and percentage of P6 NCS students who were allocated a S1 place at the "Central Allocation" stage among the total number of NCS students participating in SSPA are 443 and 31.9% respectively for the 2016/17 school year (i.e. SSPA 2016), 538 and 36.9% respectively for the 2017/18 school year (i.e. SSPA 2017), and 533 and 36.4% respectively for the 2018/19 school year (i.e. SSPA 2018). We do not compile statistics of students in specific student groups who were allocated to schools of their first three choices to avoid incomprehensive interpretation or misinterpretation of the results.

(d) The number of all students who were admitted to DSS schools and the corresponding percentage share among all students in public sector (excluding special schools) and DSS schools are 61 427 and 10.0% respectively for the 2016/17 school year, 61 197 and 9.9% respectively for the 2017/18 school year, and 61 106 and 9.9% respectively for the 2018/19 school year.

The number of NCS students who were admitted to DSS schools and the corresponding percentage share among all NCS students in public sector (excluding special schools) and DSS schools are 5 633 and 31.1% respectively for the 2016/17

school year, 5 691 and 30.2% respectively for the 2017/18 school year, and 5 576 and 29.1% respectively for the 2018/19 school year.

As not all DSS schools mentioned above participate in SSPA, the number of these students allocated to schools of their first three choices is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2761)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of the details in the number and amount of subsidies released to non-Chinese speaking students (disaggregated by "Form 1 to Form 3", "Form 4 to Form 5", and "Form 6") for alternative Chinese language examinations (the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level), as tabulated in the tables below:

	2015/16			2016/17			2017/18			2018/19		
	F1-3	F4-5	F.6	F1-3	F4-5	F.6	F1-3	F4-5	F.6	F1-3	F4-5	F.6
Number of students receiving subsidy for alternative Chinese language examinations												
Number of students receiving subsidy for GCSE Chinese												
Number of students receiving subsidy for GCSE Chinese for the first time												
Number of students receiving subsidy for IGCSE Chinese												
Number of students receiving subsidy for IGCSE Chinese for the first time												

Number of students receiving subsidy for GCE AS-Level Chinese												
Number of students receiving subsidy for GCE AS-Level Chinese for the first time												
Number of students receiving subsidy for GCE Chinese A-Level												
Number of students receiving subsidy for GCE Chinese A-Level for the first time												

	2015/16			2016/17			2017/18			2018/19		
	F1-3	F4-5	F.6	F1-3	F4-5	F.6	F1-3	F4-5	F.6	F1-3	F4-5	F.6
Expenditure on subsidy for NCS students on GCSE Chinese												
Expenditure on subsidy for NCS students on IGCSE Chinese												
Expenditure on subsidy for NCS students on GCE AS-Level Chinese												
Expenditure on subsidy for NCS students on GCE A-Level Chinese												

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 38)

Reply:

Eligible Secondary 4 to Secondary 6 school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE). Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level. Starting from the 2011/12 school year, apart from the examination subsidy, eligible needy non-Chinese speaking (NCS) students sitting for the GCSE (Chinese) Examination 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.

With the approval of the relief measure announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the aforementioned Chinese Language examinations in the 2018/19 school year is waived accordingly.

The number of NCS students subsidised to sit for the aforementioned examinations and the expenditure from the 2015/16 to 2018/19 school years are tabulated at Annex A and Annex B respectively.

Annex A

Number of non-Chinese speaking (NCS) students subsidised to sit for the internationally recognised alternative Chinese Language qualifications examinations from the 2015/16 to 2018/19 school years

Alternative Chinese Language examinations	Number of NCS students subsidised (Number of NCS students subsidised to sit for the examinations for the first time)															
	2015/16 school year				2016/17 school year				2017/18 school year				2018/19 school year			
	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total
GCSE Chinese	495 (494)	503 (443)	2 (1)	1 000 (938)	664 (660)	526 (479)	15 (1)	1 205 (1 140)	947 (934)	396 (330)	30 (5)	1 373 (1 269)	410 (410)	116 (76)	0 (0)	526 (486)
IGCSE Chinese	69 (69)	20 (20)	2 (2)	91 (91)	60 (60)	32 (27)	4 (3)	96 (90)	74 (74)	47 (31)	4 (3)	125 (108)	312 (312)	207 (190)	18 (15)	537 (517)
GCE AS-Level Chinese	102 (102)	146 (141)	41 (41)	289 (284)	54 (53)	164 (161)	27 (27)	245 (241)	50 (49)	226 (224)	24 (22)	300 (295)	82 (82)	280 (273)	66 (66)	428 (421)
GCE A-Level Chinese	16 (16)	114 (111)	26 (23)	156 (150)	21 (21)	176 (168)	4 (3)	201 (192)	34 (34)	108 (92)	10 (4)	152 (130)	2 (2)	49 (41)	2 (2)	53 (45)
Total	682	783	71	1 536	799	898	50	1 747	1 105	777	68	1 950	806	652	86	1 544

Annex B

Expenditure on subsidy for non-Chinese speaking (NCS) students to sit for the internationally recognised alternative Chinese Language qualifications examinations from the 2015/16 to 2018/19 school years

Alternative Chinese Language examinations	Actual expenditure in the 2015/16 school year ($ million)				Actual expenditure in the 2016/17 school year ($ million)				Actual expenditure in the 2017/18 school year ($ million)				Estimated expenditure in the 2018/19 school year ($ million)			
	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total
GCSE Chinese	0.35	0.36	0.00	0.71	0.55	0.43	0.01	0.99	0.85	0.35	0.03	1.23	0.67	0.19	0.00	0.86
IGCSE Chinese	0.13	0.03	0.00	0.16	0.12	0.06	0.02	0.20	0.16	0.09	0.00	0.25	0.89	0.57	0.05	1.51
GCE AS-Level Chinese	0.25	0.36	0.10	0.71	0.15	0.44	0.07	0.66	0.14	0.63	0.06	0.83	0.30	1.04	0.24	1.58
GCE A-Level Chinese	0.06	0.37	0.08	0.51	0.09	0.63	0.01	0.73	0.15	0.45	0.04	0.63	0.01	0.27	0.01	0.29
Total	0.79	1.12	0.18	2.09	0.91	1.56	0.11	2.58	1.30	1.52	0.13	2.94	1.87	2.07	0.30	4.24

Note: The aforementioned expenditure does not cover the expenditure on the full or half fee remission under the Examination Fee Remission Scheme for eligible needy NCS students sitting for the aforementioned examinations.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2762)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In regards to the proposals put forward in the 2018-19 Budget, will the government inform this Council of:

a. the breakdown of the $1.4 billion out of the $5 billion pledged by the current-term Government upon taking office; whether any of this will be allocated to non-Chinese speaking students' Chinese learning or learning non-language subjects taught in Chinese.

b. the breakdown of the recurrent budget of $2 billion to achieve quality education as proposed by the Financial Secretary; whether this will include professional development of teachers on teaching Chinese as a Second Language, providing Chinese as a Second Language teaching and learning material, strengthening support for kindergartens accepting non-Chinese speaking students, improving racial diversity and inclusion in schools, etc.

c. the breakdown of $3 billion for launching school-based curriculum development and student support measures; whether this will include school-based curriculum development and support measures for Chinese learning of non-Chinese speaking students.

d. How will the government evaluate the effectiveness of the fund?

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 39)

Reply:

a. and b. The Government is committed to providing quality education for students. Upon assuming office, the Chief Executive introduced improvement measures on education involving $3.6 billion. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of $2 billion to achieve quality

education on top of the remaining $1.4 billion earmarked for recurrent expenditure. In the 2018 Policy Address, a number of new initiatives were announced, involving a recurrent expenditure of $4.7 billion. Since taking office, the current-term Government has allocated a recurrent expenditure of at least $8.3 billion on measures that cover education at kindergarten (KG), primary, secondary and post-secondary levels. All students in the territory could benefit from such measures. This fully demonstrates the Government's determination to provide quality education.

On support for non-Chinese speaking (NCS) students (particularly ethnic minority students), starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools, which was drawn up in consultation with teachers and language experts, the provision of the Applied Learning Chinese (for NCS students) curriculum, and the creation of an inclusive learning environment in schools. To assist schools in implementing the "Learning Framework", the EDB renders support to schools on an ongoing basis, including the provision of diversified learning and teaching resources and school-based professional support services. In the 3 school years from 2019/20 to 2021/22, an additional non-recurrent provision of about $45 million will be allocated to commission post-secondary institutions to provide professional support services for KGs, primary and secondary schools. To support NCS students to use Chinese in learning Chinese History in junior secondary level, the EDB provides a grant totalling $100,000 for each public sector secondary school (including special schools) and Direct Subsidy Scheme (DSS) secondary school which admits NCS students in junior secondary level in the 2018/19 and 2019/20 school years. This initiative involves a non-recurrent provision of around $30 million. Schools may, having regard to school-based needs, flexibly deploy the grant to support teachers in teaching Chinese History to NCS students and rolling out related learning activities.

With regard to KGs, the Government has implemented the new KG education scheme (Scheme) since the 2017/18 school year. KGs joining the Scheme and admitting 8 or more NCS students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. Starting from the 2019/20 school year, a 5-tiered subsidy will be provided for KGs joining the Scheme according to the number of NCS students admitted. KGs admitting 1 NCS student will also receive the subsidy and the subsidy for the highest tier will be a double of the current level. The total estimated amount of subsidy for the 2019/20 school year is around $102 million.

In respect of school admission, KGs are reminded to ensure equal opportunities for all children, regardless of race, gender and ability. They are expected to, inter alia, properly handle the admission applications of NCS students, having regard to the difference between their customs and culture and those of Hong Kong. KGs should make application forms for admission and relevant information in both Chinese and English, and provide an icon or a simple message in English on their websites to help parents access English information. When interviewing NCS children, KGs should arrange interpretation and/or translation service for the applicants as necessary or allow parents and their NCS children to be accompanied by Chinese-speaking relatives or friends to facilitate communication. If

individual NCS children encounter difficulties in seeking admission, the EDB will make referrals for them to KGs with vacancies under the Scheme as appropriate.

To encourage parents to send their NCS children to local KGs, the EDB organises annual briefing sessions on Nursery (K1) admission (with interpretation service provided on a need basis) for NCS parents and disseminate information on the Scheme and K1 admission to NCS communities through non-governmental organisations. The relevant materials published by the EDB have been translated into 7 major ethnic minority languages. The KG Profile, which provides information about each KG to assist parents in selection of KGs, is available in both Chinese and English. Starting from 2018, a new column "Support to NCS Students" has been included in the KG Profile to enable KGs to outline their support provided for NCS students. An enquiry hotline for NCS parents has been set up since September 2018 to facilitate NCS parents to enquire about matters relating to admission to and study in KGs.

c. To further support students' learning, enhance the quality of school education and promote quality school education, the Quality Education Fund has, on a recommendation made by the Government in the 2018-19 Budget, set aside $3 billion for application by public sector primary and secondary schools (including special schools), DSS schools and KGs under the Scheme for launching school-based curriculum development and/or student support measures. Schools may submit applications in light of their school contexts, development direction and students' needs to take forward initiatives that promote quality education.

d. The EDB reviews the effectiveness of various support measures for NCS students on an ongoing basis, and refines the measures as necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2763)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) The number of non-Chinese speaking (NCS) students in primary and secondary schools who newly arrived in Hong Kong in the 2015/16, 2016/17, 2017/18 and 2018/19 school years disaggregated by grades, and their percentage among the NCS students in all primary and secondary schools.

(2) The list of education and support services for newly-arrived NCS children (including but not limited to the full-time Initiation Programme, Induction Programme, and School-based Support Scheme Grant) in the 2015/16, 2016/17, 2017/18 and 2018/19 school years; include under each service:
   a. the expenditure involved;
   b. the NGO or institution commissioned;
   c. the duration;
   d. the number of NCS children enrolled;
   e. the number of NCS children completed;
   f. the percentage of NCS children engaged among the total number of newly-arrived NCS children; and
   g. methods of evaluation.

(3) Using the table below, the breakdown of the number of NCS students who are new arrivals in kindergartens, primary and secondary schools by school types for the past 5 school years, and evaluation of each programme:

	Number of newly arrived NCS children in		
Type of school	Kindergarten	Primary	Secondary
Private			
Voucher Scheme			
Free Kindergarten Scheme			
Government			

Aided			
Direct Subsidy Scheme			
English Schools Foundation/ International			
Schools listed in Appendix 3 in Primary One Admission (POA)			

(4) Does the EDB require schools to record the number of newly-arrived NCS students they have? If not, what are the reasons?

(5) How is the number of newly-arrived NCS students being recorded now?

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 40)

Reply:

(1) to (5)

As the Education Bureau (EDB) does not require kindergartens, primary and secondary schools to keep a record of whether non-Chinese speaking (NCS) students being admitted are new arrivals in Hong Kong or not, statistics on the number and percentage of newly-arrived NCS children attending kindergartens, primary and secondary schools and relevant information on curriculum assessment are not available. With a view to helping newly-arrived children integrate into the local community and overcome their learning difficulties, the EDB provides various support services, including the Initiation Programme, Induction Programme and School-based Support Scheme (SBSS) Grant provided to schools admitting newly-arrived children for organising school-based programmes. These measures are applicable to all newly-arrived children, including children from the Mainland and NCS children. Upon admission to schools, they can enjoy the same education services as other students. Other support services are also available for supporting NCS students and all NCS students (not limited to newly-arrived NCS students) can benefit from the measures.

The support services and grants provided for newly-arrived NCS children from the 2015/16 to 2018/19 school years are set out at Annex. Upon completion of the Induction Programme and Initiation Programme, non-government organisations (NGOs) and schools concerned are required to submit evaluation reports to the EDB. For schools in receipt of the SBSS Grant, their annual school reports should include an account of how the grant has been used to enhance the learning and adaptation of newly-arrived children.

Annex

	2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year		
	Initiation Programme	Induction Programme	SBSS Grant	Initiation Programme	Induction Programme	SBSS Grant	Initiation Programme	Induction Programme	SBSS Grant	Initiation Programme	Induction Programme	SBSS Grant
Expenditure ($ million)	5.4	0.02	1.3	5.6	0.02	1.0	6.0	Note (3)	1.3	6.3 (estimated expenditure)	0.02 (estimated expenditure)	1.2 (estimated expenditure)
No. of NGOs or schools commissioned to offer the related programmes	3 Note (1)	1 Note (2)	Not applicable	3 Note (1)	1 Note (2)	Not applicable	3 Note (1)	Note (3)	Not applicable	3 Note (1)	1 (estimated number)	Not applicable
Duration	About 6 months	60 hours	Not applicable	About 6 months	60 hours	Not applicable	About 6 months	Note (3)	Not applicable	About 6 months	60 hours	Not applicable
No. of NCS children attending these programmes	167	10	Not applicable	171	11	Not applicable	152	Note (3)	Not applicable	150 (estimated number)	10 (estimated number)	Not applicable

Note (1): The three schools are Po Leung Kuk Madam Chan Wai Chow Memorial School, Delia English Primary School & Kindergarten, and Delia Memorial School (Hip Wo).

Note (2): The NGO is Hong Kong Caritas Youth and Community Service.

Note (3): No newly-arrived NCS children enrolled in the Induction Programme in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0004)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) For the 2018/19 school year, please provide the numbers of aided primary and secondary schools that have filled permanent posts within their approved teaching establishment by teachers serving for a defined contract period (DCP), and the numbers of such contract teachers. Please tabulate the figures by each of the 18 school districts (primary and secondary schools) and school type (special schools):

Table 1: Aided Secondary Schools

EDB school district	No. of aided secondary schools within the district	Employment of teachers on DCP terms to fill permanent posts within the approved teaching establishment (aided secondary schools)	
		No. of schools	No. of contract teachers
School district			
Total			
Cumulative total in the territory			

Table 2: Aided Primary Schools

EDB school district	No. of aided primary schools within the district	Employment of teachers on DCP terms to fill permanent posts within the approved teaching establishment (aided primary schools)	
		No. of schools	No. of contract teachers
School district			
Total			
Cumulative total in the territory			

Table 3: Special Schools

EDB school district	No. of aided special schools within the district	Employment of teachers on DCP terms to fill permanent posts within the approved teaching establishment (aided special schools)	
		No. of schools	No. of contract teachers
School district			
Total			
Cumulative total in the territory			

(b) Regarding the teachers employed on DCP terms to fill permanent posts within the approved teaching establishment in the 2018/19 school year, what are the average length and the longest length of service among those taking up the same post in the same school?

(c) Please provide a breakdown of the numbers of teachers employed on DCP terms to fill permanent posts within the approved teaching establishment in primary, secondary and special schools and their rate of change in each of the school years from 2014/15 to 2018/19; and

(d) Please compare with the use of a table the changes in the numbers of regular teachers on contract terms in primary, secondary and special schools in the 2017/18 and 2018/19 school years:

Table 4: Secondary Schools

Changes between the 2017/18 and 2018/19 school years	No. of schools	No. of regular teachers on contract terms in the 2017/18 school year	No. of regular teachers on contract terms in the 2018/19 school year
No. of regular teachers on DCP terms			
Increase			
Remain unchanged			
Decrease			

Table 5: Primary Schools

Changes between the 2017/18 and 2018/19 school years	No. of schools	No. of regular teachers on contract terms in the 2017/18 school year	No. of regular teachers on contract terms in the 2018/19 school year
No. of regular teachers on DCP terms			
Increase			
Remain unchanged			
Decrease			

Table 6: Special Schools

Changes between the 2017/18 and 2018/19 school years	No. of schools	No. of regular teachers on contract terms in the 2017/18 school year	No. of regular teachers on contract terms in the 2018/19 school year
No. of regular teachers on DCP terms			
Increase			
Remain unchanged			
Decrease			

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 1)

Reply:

The posts within the approved teaching establishment of aided schools are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. Schools should not employ regular teachers on defined contract period (DCP) terms unless they have actual operational needs and cogent reasons. Our response 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 2018/19 school year is at Annexes 1 and 2 respectively. The Education Bureau (EDB) does not have any information on teachers employed on DCP terms by special schools.

(b) Among the 1 116 regular teachers on DCP terms in aided secondary and primary schools in the 2018/19 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 2018/19 school year), and the longest service is 10 years.

(c) Statistics on the number of regular teachers on DCP terms in aided secondary and primary schools from the 2014/15 to 2018/19 school years are as follows:

	No. of regular teachers on DCP terms (compared with the previous school year)				
	2014/15	2015/16	2016/17	2017/18	2018/19
Aided Secondary Schools	965	878 (-87)	819 (-59)	845 (+26)	707 (-138)
Aided Primary Schools	446	388 (-58)	343 (-45)	413 (+70)	409 (-4)

(d) Comparison of the number of regular teachers on DCP terms in aided secondary and primary schools between the 2017/18 and 2018/19 school years is at Annexes 3 and 4 respectively.

Annex 1

Employment of Regular Teachers on Defined Contract Period (DCP) Terms in the 2018/19 School Year (Aided Secondary Schools)

EDB school district	No. of aided secondary schools within the district	Employment of regular teachers on DCP terms (aided secondary schools)	
		No. of schools	No. of teachers*
Central & Western	8	5 1 1 1	0 5 6 10
Wan Chai	11	6 1 1 1 1 1	0 1 2 4 6 8
Eastern	22	13 1 5 1 2	0 1 2 4 6
Southern	13	7 1 1 1 2 1	0 2 3 4 5 6
Sham Shui Po	15	8 1 2 1 1 2	0 2 3 4 5 6
Yau Tsim Mong	12	2 6 2 1 1	0 1 2 3 4
Kowloon City	27	17 5 1 1 1 1 1	0 1 2 3 4 6 7

EDB school district	No. of aided secondary schools within the district	Employment of regular teachers on DCP terms (aided secondary schools)	
		No. of schools	No. of teachers*
Wong Tai Sin	22	9 2 3 2 1 1 3 1	0 1 2 3 4 5 6 7
Kwun Tong	25	13 4 1 3 4	0 1 2 3 5
Tsuen Wan	13	5 3 1 2 2	0 1 2 3 5
Tuen Mun	35	16 6 2 1 2 1 1 2 1 2 1	0 1 2 3 4 5 6 7 8 10 12

EDB school district	No. of aided secondary schools within the district	Employment of regular teachers on DCP terms (aided secondary schools)	
		No. of schools	No. of teachers*
Yuen Long	30	15 3 3 1 4 1 1 1 1	0 1 2 3 4 5 6 8 11
North	17	6 3 4 1 1 1 1	0 1 2 3 6 7 10
Tai Po	17	5 3 1 1 4 1 1 1	0 1 2 3 4 5 6 9
Sha Tin	36	15 4 5 4 1 2 4 1	0 1 2 3 4 5 6 14
Sai Kung	18	5 5 2 2 3 1	0 2 3 4 5 6
Islands	7	4 1 1 1	0 1 2 3

EDB school district	No. of aided secondary schools within the district	Employment of regular teachers on DCP terms (aided secondary schools)	
		No. of schools	No. of teachers*
Kwai Tsing	31	13 1 2 1 6 3 2 1 2	0 1 2 3 4 5 6 7 8
Total	359	164 43 39 24 26 22 22 6 5 1 4 1 1 1	0 1 2 3 4 5 6 7 8 9 10 11 12 14
Cumulative total in the territory	359	195# (excluding the 164 schools with no regular teachers on DCP terms)	707

Note *: Regular teachers on DCP terms include full-time and part-time teachers.
#: Number of schools with regular teachers on DCP terms.

Annex 2

Employment of Regular Teachers on DCP Terms in the 2018/19 School Year (Aided Primary Schools)

EDB school district	No. of aided primary schools within the district	Employment of regular teachers on DCP terms (aided primary schools)	
		No. of schools	No. of teachers*
Central & Western	14	9 2 2 1	0 1 2 7
Wan Chai	12	6 2 2 1 1	0 1 2 3 7
Eastern	22	15 3 3 1	0 1 2 4
Southern	9	6 2 1	0 1 3
Sham Shui Po	18	11 4 1 1 1	0 1 2 3 6
Yau Tsim Mong	17	15 1 1	0 1 8
Kowloon City	29	25 1 1 1 1	0 1 3 4 5
Wong Tai Sin	24	20 2 2	0 1 3
Kwun Tong	32	24 1 2 2 1 1 1	0 1 2 4 5 14^ 36^
Tsuen Wan	19	17 1 1	0 1 3

EDB school district	No. of aided primary schools within the district	Employment of regular teachers on DCP terms (aided primary schools)	
		No. of schools	No. of teachers*
Tuen Mun	33	24 2 1 2 3 1	0 1 2 3 4 6
Yuen Long	43	28 2 4 3 3 1 1 1	0 1 2 3 4 5 8 17^
North	27	14 4 2 2 1 1 1 1 1	0 1 2 3 4 5 6 7 10
Tai Po	18	12 1 2 2 1	0 1 2 3 9
Sha Tin	38	32 3 1 2	0 2 3 7
Sai Kung	21	13 4 2 2	0 1 2 3
Islands	16	8 2 2 2 1 1	0 1 2 3 5 11
Kwai Tsing	30	22 3 2 2 1	0 1 3 5 6

EDB school district	No. of aided primary schools within the district	Employment of regular teachers on DCP terms (aided primary schools)	
		No. of schools	No. of teachers*
Total	422	301 37 26 23 11 7 4 5 2 1 1 1 1 1	0 1 2 3 4 5 6 7 8 9 10 11 14^ 17^ 36^
Cumulative total in the territory	422	121# (excluding the 301 schools with no regular teachers on DCP terms)	409

Note *: Regular teachers on DCP terms include full-time and part-time teachers.
#: Number of schools with regular teachers on DCP terms.
^: Time-limited schools that have employed regular teachers on DCP terms to meet operational needs.

Annex 3

Comparison of the Number of Regular Teachers on DCP Terms between the 2017/18 and 2018/19 School Years (Aided Secondary Schools)

Comparison between 2017/18 and 2018/19	No. of aided secondary schools	No. of regular teachers on DCP terms*	
		2017/18	2018/19
Schools with an **increased** number of regular teachers on DCP terms	8	0	1
	9	0	2
	3	0	3
	1	0	12
	6	1	2
	3	1	4
	4	2	3
	7	2	4
	3	3	4
	1	3	5
	1	3	6
	1	3	7
	1	4	5
	3	4	6
	1	4	8
	1	4	10
	1	5	6
	2	5	7
	1	5	8
	1	5	9
	1	6	7
	1	6	8
	1	6	10
	1	7	8
	1	7	10
	1	8	14
	1	9	11
Schools with an **unchanged** number of regular teachers on DCP terms	126	0	0
	10	1	1
	7	2	2
	5	3	3
	5	4	4
	11	5	5
	6	6	6

Comparison between 2017/18 and 2018/19	No. of aided secondary schools	No. of regular teachers on DCP terms*	
		2017/18	2018/19
Schools with a **decreased** number of regular teachers on DCP terms	14	1	0
	11	2	0
	12	2	1
	5	3	0
	8	3	1
	4	3	2
	2	4	0
	4	4	1
	5	4	2
	5	4	3
	3	5	0
	1	5	1
	4	5	2
	3	5	3
	3	5	4
	1	6	0
	3	6	2
	2	6	3
	4	6	4
	3	6	5
	1	7	4
	2	7	5
	7	7	6
	1	8	0
	1	8	3
	2	8	5
	2	8	6
	2	8	7
	1	9	3
	1	9	5
	1	9	6
	1	10	0
	1	10	2
	1	10	5
	1	10	6
	1	12	8
	1	12	10

Note *: Regular teachers on DCP terms include full-time and part-time teachers.

Annex 4

Comparison of the Number of Regular Teachers on DCP Terms between the 2017/18 and 2018/19 School Years (Aided Primary Schools)

Comparison between 2017/18 and 2018/19	No. of aided primary schools	No. of regular teachers on DCP terms*	
		2017/18	2018/19
Schools with an **increased** number of regular teachers on DCP terms	13	0	1
	5	0	2
	6	0	3
	3	0	4
	1	0	5
	1	0	6
	1	0	7
	6	1	2
	2	1	3
	1	1	7
	3	2	3
	1	2	5
	1	2	7
	1	3	4
	1	4	5
	1	4	6
	1	4	7
	1	4	10
	1	4	14
	1	5	7
	1	6	8
	1	9	11
	1	13	17
	1	20	36
Schools with an **unchanged** number of regular teachers on DCP terms	263	0	0
	11	1	1
	9	2	2
	5	3	3
	3	4	4
	1	5	5
Schools with a **decreased** number of regular teachers on DCP terms	16	1	0
	10	2	0
	8	2	1
	3	3	0
	1	3	1
	3	3	2
	4	4	0
	1	4	1
	1	4	2
	5	4	3

Comparison between 2017/18 and 2018/19	No. of aided primary schools	No. of regular teachers on DCP terms*	
		2017/18	2018/19
Schools with a **decreased** number of regular teachers on DCP terms	3	5	1
	2	5	2
	2	5	3
	2	5	4
	2	6	0
	1	7	0
	2	7	4
	3	7	5
	1	7	6
	1	8	6
	1	12	8
	1	14	9

Note *: Regular teachers on DCP terms include full-time and part-time teachers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0063)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding graduate teachers and certificated masters/mistresses employed by public sector schools:

(a) Pursuant to the enhancement of the ratio of graduate teacher posts in public sector primary schools from 50% to 55% and 60% in the 2015/16 and 2016/17 school years respectively, the Education Bureau (EDB) further enhanced the ratio to 65% in the 2017/18 school year. Would the EDB please list by district (public sector primary school) and type of school (special school) the number of public sector primary schools which have enhanced the ratio of graduate teacher posts to 65%, 60%-64%, 55%-59%, 50%-54%, 45%-49%, 40%-44% and less than 40% in the 2018/19 school year? Has the EDB asked schools whose ratio of graduate teacher posts is still less than 55% to give the reasons for that and will it urge the schools concerned to fill the graduate teacher posts as soon as possible?

(b) What is the respective number, percentage, median age, median length of teaching service and wastage rate of, and the total number of teachers appointed as graduate teachers and certificated masters/mistresses in public sector primary, secondary and special schools from the 2014/15 to 2018/19 school years? In respect of the latter, the number, percentage, median age, median length of teaching service and wastage rate of those with a recognised degree?

(c) Has the EDB devised long-term plans to resolve discrepancy in remuneration between graduate teachers in primary schools and graduate teachers in secondary schools? If yes, what are the details and expenditures involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 2)

Reply:

(a) The Education Bureau (EDB) enhanced the ratio of graduate teacher posts in public sector primary schools (including special schools) to 65% in the 2017/18 school year. After the enhancement, schools would, having regard to such factors as their school-based circumstances and the preference of qualified teachers, plan to fill the newly created graduate teacher posts. In the 2018/19 school year, the overall fill-up rate of graduate teacher posts in public sector ordinary primary schools and the primary section of special schools are 80% and 58% (provisional figures) respectively. As how schools fill their graduate teacher posts is unrelated to where they are situated and breaking down the relevant information by district is not meaningful, we have not compiled the breakdown of such figures. EDB officers will, through daily interactions with school sponsoring bodies and school management, urge schools to optimise the use of available resources and fully utilise all graduate teacher posts. For individual schools with relatively low fill-up rate of graduate teacher posts, we will require their School Management Committee/Incorporated Management Committee to review their situations. Where necessary, we will ask schools to give an explanation and urge them to draw up plans to fill the graduate teacher posts.

(b) From the 2014/15 to 2018/19 school years, the respective number, percentage, median age, number and rate of wastage of teachers appointed as graduate teachers and non-graduate teachers in public sector schools are as follows:

Primary Schools (Government and Aided)

School Year	Graduate Teachers					Non-graduate Teachers				
	Number of Teachers*	%	Median Age	Number of Wastage*	Wastage Rate (%)^	Number of Teachers*	%	Median Age	Number of Wastage*	Wastage Rate (%)^
2014/15	7 550	39.9	42	220	3.0	11 400	60.1	37	570	5.2
2015/16	7 960	41.0	42	240	3.2	11 470	59.0	37	620	5.4
2016/17	8 530	42.9	43	190	2.4	11 370	57.1	37	620	5.4
2017/18	9 310	43.7	43	230	2.7	11 980	56.3	37	480	4.2
2018/19 (Estimate)	10 320	46.6	43	260	2.8	11 800	53.4	36	670	5.6

Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers					Non-graduate Teachers				
	Number of Teachers*	%	Median Age	Number of Wastage*	Wastage Rate (%)^	Number of Teachers*	%	Median Age	Number of Wastage*	Wastage Rate (%)^
2014/15	18 300	78.6	42	790	4.3	4 970	21.4	33	340	6.9
2015/16	17 960	78.5	43	770	4.2	4 930	21.5	33	390	7.8
2016/17	17 690	78.7	43	710	4.0	4 800	21.3	34	340	6.9
2017/18	17 780	79.2	44	720	4.1	4 680	20.8	34	310	6.4
2018/19 (Estimate)	17 900	79.8	44	760	4.3	4 540	20.2	34	290	6.2

Special Schools

School Year	Graduate Teachers					Non-graduate Teachers				
	Number of Teachers*	%	Median Age	Number of Wastage*	Wastage Rate (%)^	Number of Teachers*	%	Median Age	Number of Wastage*	Wastage Rate (%)^
2014/15	810	48.2	42	40	4.6	870	51.8	34	70	8.8
2015/16	840	49.6	42	40	4.6	860	50.4	34	80	9.0
2016/17	860	51.2	42	30	3.6	820	48.8	35	90	10.5
2017/18	940	50.9	42	40	4.4	910	49.1	34	80	9.3
2018/19 (Estimate)	990	52.6	42	60	6.6	890	47.4	34	100	10.5

From the 2014/15 to 2018/19 school years, the respective number, percentage, median age and wastage rate of non-graduate teachers with degree qualifications (degree holders) in public sector schools are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers			
	Number of Degree Holders*	%	Median Age	Wastage Rate (%)^
2014/15	10 600	93.0	36	4.6
2015/16	10 770	93.9	36	4.9
2016/17	10 740	94.4	36	5.1
2017/18	11 390	95.0	36	4.0
2018/19 (Estimate)	11 270	95.5	35	5.3

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers			
	Number of Degree Holders*	%	Median Age	Wastage Rate (%)^
2014/15	4 580	92.2	32	6.6
2015/16	4 590	93.1	32	7.5
2016/17	4 490	93.6	33	6.8
2017/18	4 410	94.3	33	6.0
2018/19 (Estimate)	4 300	94.6	33	5.9

Special Schools

School Year	Non-graduate Teachers			
	Number of Degree Holders*	%	Median Age	Wastage Rate (%)^
2014/15	810	92.8	34	9.3
2015/16	800	94.0	34	8.3
2016/17	780	94.5	34	10.3
2017/18	870	95.4	34	9.8
2018/19 (Estimate)	850	95.4	34	10.6

* Numbers are rounded to the nearest 10.

^ "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. "Drop-out teachers" refer to the teachers who were serving in a school as at mid-September of the preceding school year but were no longer serving in any primary, secondary or special school as at mid-September of the school year concerned.

As EDB does not gather information on teachers' length of teaching service, statistics on median length of teaching service are unavailable.

(c) The Government is committed to enhancing the quality of education in Hong Kong. Over the years, we have improved the provision of resources for schools and teaching staff on a need basis in light of the challenges facing schools and the demand for quality education in the community.

In late 2017, the Task Force on Professional Development of Teachers (Task Force) was set up by the Government to make recommendations on promoting professional development of teachers and enhancing the professional status of teachers. The Task Force first submitted its recommendations on the implementation of the all-graduate teaching force policy to the Government in September 2018. Accepting the recommendations, the Government announced that the all-graduate teaching force policy would be implemented in one go in public sector primary and secondary schools in the 2019/20 school year. The additional funding involved is about $1.5 billion per annum. In its interim report submitted in November 2018, the Task Force also recommended that manpower at the middle management level in primary schools should be improved and the salaries for principals and vice-principals in primary schools should be rationalised. The Government has considered the Task Force's recommendations, and consulted the Legislative Council Panel on Education on 29 March 2019. The funding proposal will be submitted to the Establishment Subcommittee/Finance Committee for approval in due course.

Given the varied development in different teaching grades, the pay level of primary and secondary school teachers is determined in light of the situation of the respective

grades. Since primary schools and secondary schools differ in terms of curriculum and operation, diversity in curriculum planning, students' educational and development needs, complexity of public examination systems, students' multiple pathways, etc., the job nature, duties and grade structure of primary school teachers and that of secondary school teachers are not the same. It is inappropriate to make direct comparison. We have no plan to review the remuneration package of primary and secondary school teachers at this stage.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0064)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the demographic changes in student population, small class teaching (SCT) and the arrangement for the increase of the number of Primary 1 (P1) students allocated per class:

(a) Please give a breakdown, for each of the school nets of all districts from the 2015/16 school year to the 2019/20 school year:

(1) of the number of primary schools implementing SCT with a class size of 25 and their percentage share in the total number of primary schools in the respective districts, the total numbers of primary schools, school places and students in the respective districts, and the total numbers of schools, schools implementing SCT, P1 places and P1 students in each school net;

(2) of the number of schools which have implemented SCT but needed to increase the number of P1 students allocated per class, their respective class size upon such allocation, their percentage share in the total number of primary schools in the respective districts, the number of their students involved, as well as the total number of students involved in the respective districts;

(3) of the number of schools which have not implemented SCT in each district, their percentage share in the total number of primary schools in the respective districts, and the total number of primary schools in the respective districts;

(4) of the respective number of school-age students attending P1 classes in each school net and in the territory and the respective number of school-age students attending Secondary 1 (S1) classes in each district and in the territory;

(b) What was the number of schools which had implemented SCT but were requested to increase the number of P1 students allocated per class from the 2015/16 school year to 2018/19 school year? What were the additional expenditure involved and its breakdown? And what are the estimated number, additional expenditure involved and its breakdown for the 2019/20 school year?

(c) For those with additional P1 classes, how many schools and classes have made use of the existing vacant classrooms, how many of them have converted special rooms/activity rooms, how many of them have carried out works to construct additional of classrooms for such purpose?

(d) What is the total amount of Additional Supplementary Learning Grant (ASLG) disbursed since its implementation in response to the increase of the number of allocated P1 students per class? Will the EDB review the computation of the ASLG such as calculating the amount of funding based on each additional student allocated? If there is no plan to conduct a review, what are the reasons?

(e) Please provide the respective school-age population attending P1 classes and S1 classes from the 2019/20 school year to 2023/2024 school year;

(f) Does the EDB plan to implement measures similar to the "targeted relief measures" carried out in secondary schools in response to the fluctuation of the school-age population in primary schools? If yes, what are the timetable and estimated expenditure involved? If no, what are the reasons? and

(g) Does the Administration plan to strengthen the support for SCT in primary schools and implement SCT at the junior secondary stage when the school-age population attending secondary and primary schools decline? If yes, what are the timetable and estimated expenditure involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 3)

Reply:

(a)(1)&(3) The number of public sector primary schools by district with breakdown of schools implementing small class teaching (SCT) (i.e. allocated 25 students per Primary One (P1) class under the Primary One Admission (POA)) and their percentage share, and those maintaining 30 students per P1 class under the POA and their percentage share, the total number of P1 places, P1 students, primary school places and primary students from the 2015/16 to 2018/19 school years is tabulated at Annex A. 2 public sector primary schools in Wong Tai Sin District and North District respectively will implement SCT from P1 in the 2019/20 school year. As school places and student information for the 2019/20 school year can only be confirmed after the student headcount every September, figures for the school year concerned are not yet available. The P1 school nets provide a basis for

allocation of school places in Part B of the Central Allocation stage under the POA. According to the existing arrangements, the provision of public sector primary school places is planned on a district basis. As statistics on the number of school places and students have always been collected on a district basis, a breakdown of the relevant figures by school net is not available.

(a)(2)&(b) Over the past few years, the Education Bureau (EDB) has adopted flexible measures based on the consensus the EDB and the school sector reached. Such measures include temporarily allocating more students to each P1 class to increase the supply of school places flexibly. The number of schools implementing SCT which have been temporarily allocated more students per P1 class under the POA to meet the transient increase in demand from the 2015/16 to 2018/19 school years, their percentage share in the total number of primary schools in the respective districts, the number of students involved as well as the relevant estimated figures for the 2019/20 school year are tabulated at Annex C.

(a)(4) The respective numbers of students attending P1 and Secondary 1 (S1) classes by district from the 2015/16 to 2018/19 school years is tabulated at Annex B. The relevant figures for the 2019/20 school year are not yet available.

(c) Regarding districts/school nets where each P1 class was temporarily allocated more students from the 2015/16 to 2018/19 school years, 2 and 4 schools have changed the use of their other rooms for operation of a total of 2 and 4 additional P1 classes in the 2015/16 and 2016/17 school years respectively. No special/activity rooms were involved. For the 2017/18 and 2018/19 school years, 16 and 33 schools have applied respectively for conversion/construction of 24 and 53 temporary classrooms and complementary facilities as appropriate for operating additional P1 classes subject to the actual demand for Central Allocation. With the overall demand for P1 places on the decline after reaching the peak in the 2018/19 school year, the EDB has no plan to convert/construct temporary classrooms in the 2019/20 school year.

(d) Under the prevailing arrangements, when schools implementing SCT are required to temporarily increase the number of students to 30 per P1 class for the Central Allocation, eligible schools will be provided with a time-limited additional Assistant Primary School Master/Mistress (APSM) post for the cohort of students concerned for a period of 6 years (i.e. for the cohort to complete the six-year primary education in the school). This is in accordance with the provision of additional APSM posts by phases to schools maintaining 30 students per class upon the implementation of SCT progressively starting from P1 in public sector primary schools since the 2009/10 school year. In the case when the number of students allocated for each P1 class of a school (including schools implementing SCT) exceeds 30, the EDB will provide the schools concerned with an additional funding for

the additional school places of the 31st or above student (based on the average number of students in the P1 class of the schools) according to the headcount in mid-September for the cohort of students concerned for a period of six years.

On top of the above-mentioned enhanced support, the EDB has, starting from the 2015/16 school year, provided schools implementing SCT with the Additional Supplementary Learning Grant (ASLG) when they are temporarily allocated with more students per P1 class. According to the result of the headcount in mid-September, the EDB will provide the ASLG to schools when the average number of students per P1 class of the school reaches 28 or above. For that cohort of students concerned, the Grant would be provided to the additional school places of the 26th to the 30th students, capped at the number of students temporarily allocated per P1 class for a period of 6 years. The breakdown for the expenditure from the 2015/16 to 2018/19 school years and the estimated expenditure for the 2019/20 school year are tabulated at Annex D. There is no plan to review or revise the eligibility criteria of the Grant.

(e) The projected school-age population aged 6 and 12 who are residing in Hong Kong from the 2019/20 to 2023/24 school years is tabulated at Annex E.

(f) According to the current projections of P1 school-age population, the overall demand for P1 places is expected to peak in the 2018/19 school year, drop significantly in the 2019/20 school year and then gradually reach a stable level. Despite the decline in P1 school-age population starting from the 2019/20 school year, it is expected that the overall number of primary students in the next few years will remain stable since P1 student population has been increasing in the past few years. The total number of approved classes and teaching posts on the approved staff establishment of public sector primary schools will also remain generally stable. It is noteworthy that in the past few years, the EDB has implemented flexible measures based on the consensus reached with the school sector to meet the transient increase in demand for school places. With the P1 school-age population on the decline, the EDB plans to adjust or withdraw these flexible measures based on the actual demand starting from the 2019/20 school year, which would help offset the impact of a declining P1 student population on schools.

In view of the declining P1 school-age population, the EDB engaged the sector in discussions regarding measures to address the concerns as early as January 2018. Both sides agreed that further measures should be taken to maintain a stable teaching force and to facilitate the sustainable development of schools in the coming few years. These measures include:

(i) Schools are allowed to apply on an annual basis for retaining their redundant teachers arising from class reduction due to the decline of

P1 student population, up to a maximum of three school years, providing that their redundant teachers are unable to be absorbed through the prevailing mechanism for handling redundant teachers, or unable to secure a teaching post. The EDB will keep in view of the implementation and review timely; and

(ii) Starting from P1 in the 2019/20 school year, the basis for calculating the number of approved classes will be adjusted downward from the existing 25 students per class to 23 students per class if the school has redundant teachers arising from reduction of classes according to the student headcount in September. The adjusted basis will be extended progressively to P6 together with that cohort of students to further enhance the stability of the number of approved classes and hence the regular teaching posts in schools.

The above measures will be implemented from the 2019/20 school year. As the expenditure for implementing the above measures is subsumed under the overall expenditure of the EDB, the estimated expenditure in this regard is not available.

(g) Conceptually speaking, SCT is more of a teaching strategy involving 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 of a younger age and its effectiveness tends to wane as students age. The current policy of implementing SCT progressively in public sector primary schools, where circumstances permit, will remain unchanged. At present, around 80% of public sector primary schools have implemented SCT. According to the current projections of P1 school-age population, the overall demand for P1 places is expected to peak in the 2018/19 school year, and drop significantly in the 2019/20 school year before gradually reaching a stable level. Both the school sector and the EDB consider that this will create favourable conditions for more schools to implement SCT. The EDB has therefore issued letters to invite all schools which have not yet implemented SCT to plan and make early preparation so that they can implement SCT as soon as practicable where the supply and demand of school places allow. In considering whether to implement SCT at junior secondary level, we should take into account the current conditions and learning and teaching environment of secondary schools, as well as the availability of support for them, overseas experience and resource implications, and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board. As the number of S1 students is expected to rebound from the 2017/18 school year onwards, reducing the class size across-the-board will definitely increase the pressure on land use by schools. We have no plan to implement SCT at junior secondary level having regard to the aforementioned considerations.

Annex A

Total number of students and school places in public sector primary schools by district from the 2015/16 to 2018/19 school years

District [school-netting under Primary One Admission (POA) System]	2015/16 school year							2016/17 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 P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [Net 11]	16	10 [62.5]	6 [37.5]	1 385	1 389	7 805	7 683	16	10 [62.5]	6 [37.5]	1 435	1 476	8 010	8 028
Wan Chai [Net 12]	16	10 [62.5]	6 [37.5]	1 455	1 467	8 355	8 421	17	11 [64.7]	6 [35.3]	1 410	1 403	8 260	8 222
Eastern [Nets 14 & 16]	27	17 [63.0]	10 [37.0]	2 750	2 728	15 920	15 523	25	15 [60.0]	10 [40.0]	2 845	2 821	16 170	16 110
Southern [Net 18]	11	9 [81.8]	2 [18.2]	945	903	5 415	5 106	11	9 [81.8]	2 [18.2]	920	862	5 470	5 177
Yau Tsim Mong [Nets 31& 32]	19	11 [57.9]	8 [42.1]	2 125	2 117	12 240	12 496	19	11 [57.9]	8 [42.1]	2 175	2 217	12 510	12 774
Sham Shui Po [Net 40]	21	12 [57.1]	9 [42.9]	2 335	2 408	13 720	14 037	21	12 [57.1]	9 [42.9]	2 310	2 398	13 830	14 309
Kowloon City [Nets 34, 35 & 41]	35	24 [68.6]	11 [31.4]	3 105	3 184	17 940	18 417	34	23 [67.6]	11 [32.4]	3 255	3 395	19 485	20 154
Wong Tai Sin [Nets 43 & 45]	24	22 [91.7]	2 [8.3]	2 870	2 795	15 445	15 534	24	22 [91.7]	2 [8.3]	2 645	2 535	14 445	14 474
Kwun Tong [Nets 46 & 48]	34	27 [79.4]	7 [20.6]	3 750	3 773	22 985	23 398	34	27 [79.4]	7 [20.6]	3 695	3 736	23 230	23 757
Sai Kung [Net 95]	22	22 [100]	0 [0]	2 225	2 120	12 200	11 758	22	22 [100]	0 [0]	2 275	2 172	12 650	12 181
Sha Tin [Nets 88, 89 & 91]	38	28 [73.7]	10 [26.3]	4 290	4 385	23 620	24 221	38	28 [73.7]	10 [26.3]	4 340	4 506	24 620	25 435
Tai Po [Net 84]	18	16 [88.9]	2 [11.1]	2 280	2 407	12 275	12 642	18	16 [88.9]	2 [11.1]	2 464	2 606	13 044	13 617
North [Nets 80, 81 & 83]	28	18 [64.3]	10 [35.7]	3 080	3 246	18 570	18 958	28	18 [64.3]	10 [35.7]	3 283	3 434	19 123	19 596
Yuen Long [Nets 72, 73 & 74]	46	40 [87.0]	6 [13.0]	5 320	5 334	27 829	28 429	46	40 [87.0]	6 [13.0]	5 352	5 488	29 254	29 993
Tuen Mun [Nets 70 & 71]	34	30 [88.2]	4 [11.8]	3 940	4 037	20 960	21 033	34	30 [88.2]	4 [11.8]	3 870	4 026	21 930	22 220
Tsuen Wan [Net 62]	18	10 [55.6]	8 [44.4]	2 105	2 189	12 355	12 705	18	10 [55.6]	8 [44.4]	2 180	2 218	12 580	13 003
Kwai Tsing [Nets 64, 65 & 66]	33	22 [66.7]	11 [33.3]	3 130	3 063	18 020	17 708	33	22 [66.7]	11 [33.3]	3 205	3 160	18 325	18 160
Islands [Nets 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	955	852	5 375	4 937	16	15 [93.8]	1 [6.2]	1 030	926	5 455	4 995

Annex A (Cont'd)

District [school-netting under Primary One Admission (POA) System]	2017/18 school year							2018/19 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 P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [Net 11]	16	10 [62.5]	6 [37.5]	1 435	1 481	8 210	8 258	16	10 [62.5]	6 [37.5]	1 530	1 535	8 080	8 073
Wan Chai [Net 12]	17	11 [64.7]	6 [35.3]	1 485	1 486	8 435	8 403	17	11 [64.7]	6 [35.3]	1 497	1 468	8 644	8 535
Eastern [Nets 14 & 16]	25	15 [60.0]	10 [40.0]	2 870	2 923	16 570	16 612	24	15 [62.5]	9 [37.5]	3 132	3 088	17 082	17 105
Southern [Net 18]	11	9 [81.8]	2 [18.2]	970	927	5 545	5 198	11	9 [81.8]	2 [18.2]	995	926	5 670	5 252
Yau Tsim Mong [Nets 31& 32]	19	11 [57.9]	8 [42.1]	2 200	2 240	12 775	13 087	19	11 [57.9]	8 [42.1]	2 485	2 423	13 285	13 412
Sham Shui Po [Net 40]	21	12 [57.1]	9 [42.9]	2 772	2 609	14 427	14 888	21	12 [57.1]	9 [42.9]	2 752	2 612	15 038	15 196
Kowloon City [Nets 34, 35 & 41]	34	23 [67.6]	11 [32.4]	3 419	3 538	19 829	20 545	34	23 [67.6]	11 [32.4]	3 624	3 662	19 953	20 558
Wong Tai Sin [Nets 43 & 45]	24	22 [91.7]	2 [8.3]	2 720	2 680	14 970	15 094	24	22 [91.7]	2 [8.3]	2 570	2 550	15 220	15 292
Kwun Tong [Nets 46 & 48]	34	27 [79.4]	7 [20.6]	4 170	4 263	23 935	24 701	34	27 [79.4]	7 [20.6]	4 475	4 480	24 746	25 518
Sai Kung [Net 95]	22	22 [100]	0 [0]	2 450	2 374	13 225	12 759	22	22 [100]	0 [0]	2 500	2 473	13 750	13 288
Sha Tin [Nets 88, 89 & 91]	38	28 [73.7]	10 [26.3]	5 093	5 129	26 243	27 278	39	28 [71.8]	11 [28.2]	5 394	5 269	27 782	28 510
Tai Po [Net 84]	18	16 [88.9]	2 [11.1]	2 574	2 641	13 873	14 495	19	16 [84.2]	3 [15.8]	2 670	2 730	14 589	14 990
North [Nets 80, 81 & 83]	28	18 [64.3]	10 [35.7]	3 451	3 600	19 696	20 202	28	18 [64.3]	10 [35.7]	3 436	3 507	19 941	20 392
Yuen Long [Nets 72, 73 & 74]	46	40 [87.0]	6 [13.0]	5 518	5 621	30 773	31 369	46	40 [87.0]	6 [13.0]	5 518	5 565	31 838	32 206
Tuen Mun [Nets 70 & 71]	34	30 [88.2]	4 [11.8]	4 115	4 200	22 955	23 125	34	30 [88.2]	4 [11.8]	4 153	4 206	23 688	24 107
Tsuen Wan [Net 62]	18	10 [55.6]	8 [44.4]	2 385	2 409	12 960	13 330	18	10 [55.6]	8 [44.4]	2 390	2 459	13 345	13 708
Kwai Tsing [Nets 64, 65 & 66]	33	22 [66.7]	11 [33.3]	3 380	3 371	18 780	18 742	33	22 [66.7]	11 [33.3]	3 380	3 374	19 155	19 158
Islands [Nets 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	1 130	999	5 680	5 144	16	15 [93.8]	1 [6.2]	1 225	1 136	6 100	5 676

Notes:

1. Figures refer to schools participating in Primary One Admission (POA) in 2015, 2016, 2017 and 2018.
2. Figures on total no. of Primary One students in the 2015/16, 2016/17, 2017/18 and 2018/19 school years refer to enrolment in public sector schools in September of the respective school years by administrative district, instead of POA school net.

Annex B

Number of P1 students by district from the 2015/16 to 2018/19 school years

2015/16 school year

District	No. of P1 students
Central & Western	2 040
Wan Chai	2 450
Eastern	3 814
Southern	2 528
Yau Tsim Mong	2 520
Sham Shui Po	3 601
Kowloon City	5 540
Wong Tai Sin	3 292
Kwun Tong	4 180
Sai Kung	2 762
Sha Tin	5 130
Tai Po	2 612
North	3 246
Yuen Long	5 607
Tuen Mun	4 251
Tsuen Wan	2 200
Kwai Tsing	3 357
Islands	1 190
Total	60 320

2016/17 school year

District	No. of P1 students
Central & Western	2 138
Wan Chai	2 335
Eastern	3 908
Southern	2 676
Yau Tsim Mong	2 610
Sham Shui Po	3 601
Kowloon City	5 793
Wong Tai Sin	3 031
Kwun Tong	4 154
Sai Kung	2 825
Sha Tin	5 269
Tai Po	2 978
North	3 434
Yuen Long	5 875
Tuen Mun	4 259
Tsuen Wan	2 224
Kwai Tsing	3 446
Islands	1 305
Total	61 861

2017/18 school year

District	No. of P1 students
Central & Western	2 162
Wan Chai	2 504
Eastern	4 044
Southern	2 850
Yau Tsim Mong	2 652
Sham Shui Po	4 119
Kowloon City	6 134
Wong Tai Sin	3 145
Kwun Tong	4 676
Sai Kung	3 062
Sha Tin	5 900
Tai Po	3 046
North	3 600
Yuen Long	6 014
Tuen Mun	4 434
Tsuen Wan	2 420
Kwai Tsing	3 456
Islands	1 383
Total	65 601

2018/19 school year

District	No. of P1 students
Central & Western	2 180
Wan Chai	2 502
Eastern	4 163
Southern	2 851
Yau Tsim Mong	2 993
Sham Shui Po	4 125
Kowloon City	6 284
Wong Tai Sin	3 020
Kwun Tong	4 863
Sai Kung	3 371
Sha Tin	6 041
Tai Po	3 191
North	3 507
Yuen Long	5 937
Tuen Mun	4 439
Tsuen Wan	2 471
Kwai Tsing	3 464
Islands	1 512
Total	66 914

Notes: (1) Figures include public sector schools, Direct Subsidy Scheme schools, private schools and international schools but not special schools.

(2) Figures reflect the situation as at September of the respective school years.

Number of S1 students by district from the 2015/16 to 2018/19 school years

2015/16 school year

District	No. of S1 students
Central & Western	1 745
Wan Chai	1 974
Eastern	3 691
Southern	2 651
Yau Tsim Mong	2 104
Sham Shui Po	3 580
Kowloon City	4 897
Wong Tai Sin	2 917
Kwun Tong	4 190
Sai Kung	3 002
Sha Tin	5 505
Tai Po	2 027
North	2 550
Yuen Long	4 538
Tuen Mun	3 538
Tsuen Wan	1 556
Kwai Tsing	3 500
Islands	1 010
Total	54 975

2016/17 school year

District	No. of S1 students
Central & Western	1 737
Wan Chai	2 107
Eastern	3 497
Southern	2 593
Yau Tsim Mong	2 077
Sham Shui Po	3 633
Kowloon City	4 906
Wong Tai Sin	2 853
Kwun Tong	4 221
Sai Kung	2 927
Sha Tin	5 345
Tai Po	2 077
North	2 576
Yuen Long	4 440
Tuen Mun	3 459
Tsuen Wan	1 552
Kwai Tsing	3 471
Islands	1 008
Total	54 479

2017/18 school year

District	No. of S1 students
Central & Western	1 717
Wan Chai	2 167
Eastern	3 531
Southern	2 692
Yau Tsim Mong	2 058
Sham Shui Po	3 780
Kowloon City	5 060
Wong Tai Sin	2 916
Kwun Tong	4 233
Sai Kung	2 993
Sha Tin	5 546
Tai Po	2 273
North	2 594
Yuen Long	4 644
Tuen Mun	3 631
Tsuen Wan	1 563
Kwai Tsing	3 438
Islands	1 009
Total	55 845

2018/19 school year

District	No. of S1 students
Central & Western	1 589
Wan Chai	2 148
Eastern	3 581
Southern	2 767
Yau Tsim Mong	2 093
Sham Shui Po	3 860
Kowloon City	5 191
Wong Tai Sin	3 038
Kwun Tong	4 321
Sai Kung	3 371
Sha Tin	5 863
Tai Po	2 450
North	3 019
Yuen Long	4 878
Tuen Mun	3 904
Tsuen Wan	1 539
Kwai Tsing	3 504
Islands	1 024
Total	58 140

Notes: (1) Figures include public sector schools, Direct Subsidy Scheme schools, private schools and international schools but not special schools.

(2) Figures reflect the situation as at September of the respective school years.

Annex C

Number of schools implementing SCT temporarily allocated with more students per P1 class and their percentage share in the total number of primary schools in respective districts

	2015/16 school year (Note 1)		2016/17 school year (Note 1)		
District	Yuen Long (school nets 73 & 74 only)	Tai Po	North (school nets 80 & 81 only)	Yuen Long (school nets 73 & 74 only)	Tai Po
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district)	16 (76%)	16 (89%)	16 (57%)	16 (76%)	16 (89%)
Number of students per P1 class upon allocation	30	30	28	30 for school net 73 31 for school net 74	32
Number of students allocated	280	335	189	314	476

	2017/18 school year (Note 1)							
District	North (school nets 80 & 81 only)	Yuen Long (school nets 73 & 74 only)	Tai Po	Sha Tin (school net 91 only)	Tuen Mun (school net 71 only)	Sham Shui Po	Tsuen Wan	Kowloon City (school net 35 only)
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district)	16 (57%)	16 (76%)	16 (89%)	10 (63%)	14 (93%)	12 (57%)	10 (56%)	5 (71%)
Number of students per P1 class upon allocation	28	32 for school net 73 33 for school net 74	33	33	28	33	30	32
Number of students allocated	207	445	552	376	195	360	205	154

	2018/19 school year (Note1)											
District	North (school nets 80 & 81 only)	Yuen Long (school nets 73 & 74 only)	Tai Po	Sha Tin	Tuen Mun	Sham Shui Po	Tsuen Wan	Kowloon City (school nets 34 & 35 only)	Kwun Tong (school net 48 only)	Central & Western	Eastern (school net 14 only)	Yau Tsim Mong
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district)	16 (57%)	16 (76%)	16 (84%)	28 (72%)	30 (88%)	12 (57%)	10 (56%)	18 (75%)	18 (78%)	10 (63%)	5 (45%)	10 (53%)
Number of students per P1 class upon allocation	28	31 for school net 73 33 for school net 74	30	31 for school net 88 30 for school net 89 33 for school net 91	28	32	30	30 for school net 34 32 for school net 35	30	30	33	30 for school net 31 33 for school net 32
Number of students allocated	216	432	375	836	438	322	215	374	405	155	192	281

	2019/20 school year (Notes 1 & 2)							
District	Yuen Long (school nets 73 & 74 only)	Sha Tin	Sham Shui Po	Tsuen Wan	Kowloon City (school net 35 only)	Kwun Tong	Eastern (school net 14 only)	Yau Tsim Mong (school net 32 only)
Estimated number of SCT schools to be allocated with more students per P1 class (**estimated** % of total number of schools in the district)	16 (76%)	28 (72%)	12 (57%)	10 (56%)	5 (71%)	27 (84%)	5 (45%)	5 (63%)
Estimated number of students per P1 class upon allocation	29 for school net 73 30 for school net 74	29 for school net 88 29 for school net 89 31 for school net 91	28	30	30	28	28	28
Estimated number of students allocated	NA	NA	NA	NA	NA	NA	NA	NA

Notes:

1. Figures refer to schools participating in Primary One Admission (POA) in 2015, 2016, 2017, 2018 and 2019.
2. The situation of the 2019/20 school year is an estimated one which was worked out based on the number of POA applicants as at late January 2019. The total number of additional P1 places involved is estimated to be 246 in Yuen Long (school nets 73 and 74 only), 544 in Sha Tin, 141 in Sham Shui Po, 180 in Tsuen Wan, 105 in Kowloon City (school net 35 only), 375 in Kwun Tong, 54 in the Eastern District (school net 14 only) and 63 in Yau Tsim Mong (school net 32 only).

Annex D

Estimated additional expenditure for schools implementing SCT with temporarily increase of number of students allocated per P1 class from the 2015/16 to 2019/20 school years

Breakdown of additional expenditure	2015/16 school year (Note 1) ($ million)	2016/17 school year (Note 1) ($ million)	2017/18 school year (Note 1) ($ million)	2018/19 school year (Notes 1) ($ million)	2019/20 school year (Notes 1&2) ($ million)
Provision of time-limited additional APSM posts for the cohort of students concerned for a period of 6 years (Note 3)	32.1	44.1	62.6	113.2	116.5 (estimate)
Provision of additional funding for each additional student above 30 in each P1 class for the cohort of students concerned for a period of 6 years	6.7	13.1	33.5	48.5	44.6 (estimate)
Provision of Additional Supplementary Learning Grant for the cohort of students concerned for a period of 6 years	7.5	19.0	39.2	75.1	99.0 (estimate)
Total:	46.3	76.2	135.3	236.8	260.1 (estimate)

Notes:

1. The number of schools implementing SCT temporarily allocated with more students per P1 class to meet the projected transient increase in demand for the 2015/16, 2016/17, 2017/18 and 2018/19 school years and the estimated number of schools for the 2019/20 school year are at Annex C.
2. The situation of the 2019/20 school year is an estimated one which was worked out based on the number of POA applicants as at late January 2019.
3. The additional cost for provision of the time-limited additional APSM posts was worked out based on the mid-point salary of the prevailing APSM post.

Projected school-age population aged 6 and 12 residing in Hong Kong, 2019/20 – 2023/24 School Years

Age	2019/20	2020/21	2021/22	2022/23	2023/24
6	57 300	55 700	59 200	57 800	57 600
12	55 000	63 300	65 400	67 900	73 500

Notes: (1) Figures in the above table are compiled with reference to the 2016-based Population Projections released by the Census and Statistics Department (C&SD) in September 2017. 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.

(2) Children aged 6 and 12 are considered appropriate for primary (i.e. Primary 1) and secondary (i.e. Secondary 1) education respectively.

(3) Figures refer to the projected number of local children aged 6 and 12 residing in Hong Kong (i.e. Hong Kong usual residents). The projected figures should not be taken as the projected number of students attending schools in Hong Kong. The latter would be affected by the distribution and demand of school places, demand for school places and parental choices at the time. Students under or over the age of 6 and 12 may also enrol at Primary 1 and Secondary 1. The above figures do not include cross-boundary students.

(4) Figures are rounded to the nearest hundred.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0065)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Student Guidance Service Grant for primary schools, please provide the following information:

(a) the total expenditure on the Student Guidance Service Grant from the 2014/15 to 2018/19 school years and the estimated expenditure for the 2019/20 school year;

(b) please tabulate the total number of primary schools that applied and did not apply for the Student Guidance Service Grant, their percentage share among all primary schools in the territory, and the total number of primary schools in the territory from the 2014/15 to 2018/19 school years;

(c) the number of government and subsidised primary schools that were provided with Student Guidance Officer, Student Guidance Teacher and Student Guidance Service Grant (including Top-up Grant), and also the expenditure incurred in each year from the 2014/15 to 2018/19 school years; and

(d) given that the high annual wastage of guidance teachers has affected the continuity of guidance, but the demand for the guidance services from primary schools has been increasing day after day, whether the Education Bureau has any plan to improve, review or expand the abovementioned service, such as considering a "1+1" guidance model (i.e. one guidance teacher and one social worker for each school). If yes, what is the total estimated expenditure? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 4)

Reply:

(a) to (d)

The number of public sector primary schools provided with Student Guidance Officer, Student Guidance Teacher (SGT) or Student Guidance Service Grant (SGS Grant), their percentage shares and total expenditure from the 2014/15 to 2019/20 school years are as follows:

Student Guidance Services Provided		2014/15 School Year	2015/16 School Year	2016/17 School Year	2017/18 School Year	2018/19 School Year (Estimate)	2019/20 School Year (Estimate)
Student Guidance Officers	Number of Schools (percentage share)	13 (3%)	12 (3%)	10 (2%)	7 (2%)	6 (1%)	6 (1%)
	Total Expenditure ($ million)	7.3	5.9	6.1	4.4	3.9 (Estimated Expenditure)	3.9 (Estimated Expenditure)
Student Guidance Teachers	Number of Schools (percentage share)	127 (28%)	125 (28%)	121 (27%)	119 (26%)	113 (25%)	113 (25%)
	Total Expenditure ($ million)	84.6	88.1	90.1	91.0	90.7 (Estimated Expenditure)	90.7 (Estimated Expenditure)
Student Guidance Service Grant	Number of Schools (percentage share)	312 (69%)	317 (70%)	323 (71%)	328 (72%)	114 (25%)	53 (12%)
	Total Expenditure ($ million)	146.3	157.3	168.3	181.4	65.0 (Estimated Expenditure)	30.0 (Estimated Expenditure)
Top-up Student Guidance Service Grant	Number of Schools	452 (100%)	452 (99%)	454 (100%)	454 (100%)	445 (98%)	440 (97%)
	Total Expenditure ($ million)	65.4	68.3	71.3	72.9	104.4 (Estimated Expenditure)	110.9 (Estimated Expenditure)

All primary schools have been required to provide a school-based, holistic and integrated guidance service under the Comprehensive Student Guidance Service (CSGS) 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 turnover of individual staff members.

The Government has made continuous efforts to enhance the student guidance service in primary schools. To further enhance the student guidance service in primary schools, a Top-up Student Guidance Service Grant (Top-up Grant) has been provided for all public

sector primary schools with 5 or more classes by the Education Bureau (EDB) starting from the 2012/13 school year.

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" policy according to school-based circumstances. The measure is implemented on the basis of the CSGS to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. Under the new funding mode, schools may, having regard to their own circumstances, create a regular Assistant Social Work Officer (ASWO) post to increase stability or receive an equivalent subsidy to employ a school-based registered graduate social worker or hire service of a school-based registered graduate social worker from a social work service provider. Schools are also provided with the Consultation Service Grant (CSG) to procure consultation, supervision or other support services for school social workers to ensure service quality. Besides, the existing arrangements for the Top-up Grant is enhanced so that all public sector primary schools have more resources to enhance school social work and guidance services. For schools currently employing Student Guidance Teachers, they can continue with the existing arrangements. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode. The estimated total expenditure on student guidance service under the old funding mode and the new funding mode is $436 million. It is expected that 283 public sector primary schools will switch to the new funding mode in the 2019/20 school year and the estimated total expenditure on student guidance service under the old funding mode and the new funding mode is $454 million.

Furthermore, with the implementation of the policy of "one school social worker for each school", the EDB has started to review the mode of collaboration between student guidance and social work services, and communicate with the education sector to identify the best way to provide school social work and guidance services by exploring all feasible proposals.

End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0066)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the initiatives for school assessment, including Student Assessment (SA), Student Assessment Repository (STAR), Territory-wide System Assessment (TSA), 2016 Tryout Study (Primary 3), Primary 3 Basic Competency Assessment (BCA) Research Study, and the Pre-Secondary One Hong Kong Attainment Test, please provide the respective information as follows:

(a) The contract periods of the above initiatives from 2009 to present, with a breakdown of expenditure and the average expenditure per year;

(b) The number of primary and secondary schools that have used SA (or the new STAR platform) from the 2009 school year to present, their percentage share in the respective school type, and the total number of students who logged in SA;

(c) Please use Table 1 to provide the respective number of Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3) students participating in TSA; among these participants, the number of students with special educational needs (SEN) and their percentage share; the number of non-Chinese speaking (NCS) students participating in the Chinese assessment and their percentage share, and the expenditure incurred to support the above students;

(d) The estimated expenditure on P3 TSA for 2019/20;

Table 1

	School Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
P3					
Total number of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					
Expenditure involved					
P6					
Total number of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					
Expenditure involved					
S3					
Total number of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					
Expenditure involved					
Total expenditure of the 3 levels					

(e) The dates of meetings and the attendance rate of members at each meeting since the establishment of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy and its working groups;

(f) The detailed information of the research studies commissioned by the Government from the 2014/15 to 2018/19 school years in which the TSA results (including those of P3, P6 and S3 students) provided by the Government was used or the TSA results was used with the Government's authorisation. For each of these studies, please provide the title, name of responsible person (and organisation), commencement year, estimated duration, objectives, details, methods as well as the public funding involved and its purposes; and

(g) Does the Bureau consult stakeholders, such as school teachers and parents, on the implementation of P3 TSA? If yes, when will the consultation be conducted? If not, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 5)

Reply:

(a)

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment (BCA) project, including Student Assessment (SA)[Note] and Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Accepted the recommendations of the Committee, the EDB implemented the 2016 Tryout Study (Primary 3) (2016 Tryout Study) in 2016, and the BCA Research Study (Research Study) in 2017 and starting from 2018, has conducted Primary 3 TSA as a low-stake assessment on a sampling basis. These initiatives have been carried out under the BCA project and the payment according to terms of contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment) is settled to the HKEAA on an annual basis. The expenditure on SA, TSA (covering the 2016 Tryout Study and Research Study) and the related study under the project for the last 2 contract periods is tabulated as follows:

Contract period	**Expenditure ($ million)**		**Total expenditure ($ million)**	**Average annual expenditure ($ million)**
	SA	**TSA and related study under the project**		
2011-2014	99	220	319	80
2015-2018	3[Note]	290	293	73

Note: Since January 2017, SA has been upgraded to Student Assessment Repository (STAR) platform. The expenditure on STAR has been subsumed under the overall expenditure of EDB.

(b)

From 2014/15 to 2018/19 school years, the number of primary and secondary schools using SA/STAR, their percentage share in the respective school types and the number of login records in SA/STAR are as follows:

School Year	**2014/15 SA**	**2015/16 SA**	**2016/17**		**2017/18**	**2018/19**
			SA (September - December 2016)	**STAR (January – August 2017)**	**STAR**	**STAR (September – December 2018)**
Number of primary schools using SA/STAR	167	105	27	174	172	133

Percentage of primary schools using SA/STAR	32%	20%	5%	33%	33%	25%
Number of login records by primary school students	398 661	242 894	31 116	222 821	352 583	118 656
Number of secondary schools using SA/STAR	67	44	12	57	58	42
Percentage of secondary schools using SA/STAR	15%	10%	3%	12%	13%	9%
Number of login records by secondary school students	78 258	74 635	7 599	28 719	36 597	16 446

Note: Since January 2017, SA has been upgraded to the STAR platform. The expenditure on STAR has been subsumed under the overall expenditure of EDB.

(c)

From 2014/15 to 2016/17 school years, the number of primary and secondary school students participating in TSA, the corresponding percentage share of students with special educational needs (SEN) participating in TSA, the corresponding percentage share of non-Chinese speaking (NCS) students participating in the Chinese assessment, and the expenditure incurred to provide special examination accommodation arrangements for the students are as follows:

	School Year		
	2014/15	**2015/16**	**2016/17**
Primary 3			
Total number of students participating in TSA	50 448	5 156	54 506
Students with SEN (percentage share %)	9.8%	7.6%	9.6%
NCS students participating in the Chinese assessment (percentage share %)	2.8%	4.5%	2.8%
Expenditure incurred to provide special examination accommodation arrangements for the students#	$53,000	$11,000	$64,000

Primary 6△			
Total number of students participating in TSA	47 317	1 952	47 220
Students with SEN (percentage share %)	8.2%	7.9%	8.7%
NCS students participating in the Chinese assessment (percentage share %)	2.8%	4.9%	2.8%
Expenditure incurred to provide special examination accommodation arrangements for the students#	$44,000	$4,000	$51,000
Secondary 3			
Total number of students participating in TSA	59 776	55 278	52 707
Students with SEN (percentage share %)	4.5%	5.3%	6.3%
NCS students participating in the Chinese assessment (percentage share %)	2.3%	2.4%	2.6%
Expenditure incurred to provide special examination accommodation arrangements for the students#	$34,000	$75,000	$44,000

\# Breakdown of expenditure is a pro rata calculation according to the number of students.

△ Since 2012, Primary 6 TSA has been conducted in odd-numbered years while schools may participate in the assessment on a voluntary basis in even-numbered years.

Accepted the Committee's recommendations on Primary 3 TSA last year, the EDB has, starting from 2018, conducted Primary 3 TSA with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling". At the territory-wide level, the HKEAA samples around 10% of students from each public sector and Direct Subsidy Scheme (DSS) school for Primary 3 TSA each year. If schools consider necessary, the HKEAA can arrange participation of their Primary 3 students in TSA in full cohort.

Since the number of schools arranging participation of their Primary 3 students in TSA in full cohort (and the related number of students) are not pertinent to the policy objective, the EDB does not inquire the HKEAA about the schools that opt for full participation of their Primary 3 students in TSA (and the related number of students), and no longer maintains information on the number of students participating in Primary 3 TSA. In line with the policy intent of the new assessment arrangements, the HKEAA will also not disclose relevant information any longer.

According to the information provided by the HKEAA on the 2018 TSA, the percentage shares of Primary 6 and Secondary 3 SEN students participating in TSA among the total number of participants in the respective grade level are 7.7% and 6.2%. During the same period, the percentage shares of Primary 6 and Secondary 3 NCS students participating in the Chinese assessment among the total number of participants in the respective grade level are 7.4% and 3.0%.

The HKEAA's expenditure on providing special examination accommodation arrangements for students with SEN an NCS students participating in the 2018 TSA is $140,000.

(d)

Primary 3 TSA of the 2019/20 school year will be conducted in the second quarter of 2020. Subject to actual arrangements at the time, the estimated expenditure is around $85 million.

(e)

The details of the meetings of the Committee as well as the Working Group on Administration and Reporting and the Working Group on Papers and Question Design are as follows:

	Meeting dates	**Attendance rate (%)**
The Committee	10 December 2015	81%
	23 December 2015	71%
	18 January 2016	81%
	4 February 2016	76%
	2 June 2016	76%
	27 September 2016	86%
	22 November 2016	76%
	7 December 2016	83%
	28 February 2017	81%
	26 April 2017	75%
	7 September 2017	90%
	27 October 2017	70%
	30 November 2017	80%
	14 February 2018	85%
	16 March 2018	93%
	21 August 2018	93%
	20 November 2018	84%
Working Group on Administration and Reporting (Note)	5 January 2016	100%
	21 January 2016	82%
	9 March 2016	82%
	29 April 2016	82%
	6 September 2016	94%
	25 October 2016	76%
Working Group on Papers and Question Design	23 December 2015	81%
	6 January 2016	79%
	25 January 2016	83%
	25 February 2016	69%
	16 May 2016	67%
	12 September 2016	100%
	17 November 2016	71%
	3 March 2017	70%

	16 March 2017	60%
	22 June 2017	70%
	25 August 2017	80%
	22 March 2018	87%
	16 August 2018	94%
	8 November 2018	92%
	22 February 2019	91%

Note: The working group conducts meetings on an irregular basis and is responsible for following up the recommendations made by the Committee from 2015 to 2017 in respect of the administration arrangements and reporting of the TSA. The relevant major measures have been completed and implemented.

(f)

In the school years from 2014/15 to 2017/18, the EDB commissioned through open tender the Chinese University of Hong Kong to conduct pilot research projects (research projects) on "Students' Learning Attitude and Motivation Questionnaire Survey". Each research project lasted for 1 year and involved an expenditure of about $1.4 million. The research projects aim to identify non-academic factors that affect students' learning and performance in TSA, and how different support measures affect NCS students' performance in TSA's Chinese Language assessment. The EDB expects that the questionnaire surveys would enable schools from multiple perspectives to comprehensively grasp what might affect students' learning attitude and motivation, and thus enhance learning and teaching.

The research projects included questionnaires for schools, parents and students. All schools and parents participated in the research projects on a voluntary basis, and prior consent was obtained from all related parties. The academic institution responsible for the research projects will consolidate the non-academic information collected through the questionnaires, and passed the information to the HKEAA for matching with TSA results of relevant participants. The information was then coded right after and provided to the academic institution for further analysis. Therefore, the academic institution would not have access to any TSA performance information that could identify the individual concerned, and the EDB will neither be informed of nor enquire individual school reports and information that can identify individuals.

(g)

Since the introduction of TSA in 2004, the EDB has maintained communication with various stakeholders to keep track of its implementation progress, and persistently attend to stakeholders' views for related continuous enhancements. To continue to respond to the public's concerns about TSA, the Secretary for Education announced in late October 2015 that the Committee would conduct a comprehensive review of the BCA (including Primary 3 TSA).

Throughout the two-year review process, to ensure that the review was comprehensive, rigorous, systematic and evidence-based, the Committee heeded and collected views and recommendations of the education sector and various stakeholders through different channels, and conducted questionnaire surveys and over 190 consultation sessions of

various types (including focus groups, seminars and meetings), covering school sponsoring bodies of over 70% of primary schools in the territory, about 3 000 school heads and teachers from over 500 primary schools (including all government, aided and DSS primary schools and some private primary schools) and more than 23 000 parents of Primary 3 students.

In light of the views collected, the Committee subsequently proposed four targeted enhancement measures, which include improving assessment papers and question design, enhancing school reports, strengthening professional support measures, and incorporating a questionnaire survey on students' learning attitude and motivation. Furthermore, it proceeded to introduce the 2016 Tryout Study (Primary 3) (involving about 10% of the primary schools in the territory) and the 2017 BCA Research Study (extending to all primary schools in the territory), and submitted the Report on Review of the Primary 3 TSA 2015-17 in March 2018. The EDB accepted in the same month the recommendations made by the Committee on Primary 3 TSA, and starting from the same year, Primary 3 TSA has been conducted with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling".

The EDB will continue with the efforts made in 2018 by conducting questionnaire surveys and focus group meetings so as to collect and gauge the views from parents with children participating in Primary 3 TSA and teachers, closely monitoring the implementation of Primary 3 TSA as always, as well as maintaining close communication with schools and stakeholders at hand to explore room for continuous enhancement.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0067)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With regard to the provision of additional resources for implementing integrated education in mainstream schools, please provide, by district, the following information in the past 5 years (from the 2014/15 to 2018/19 school years):

(a) the number of primary and secondary schools receiving the Learning Support Grant by using the table below:

	No. of primary schools					No. of secondary schools				
Provision for Learning Support Grant ($)	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19
0 – 110,000										
110,001 – 400,000										
400,001 – 600,000										
600,001 – 800,000										
800,001 – 1,000,000										
1,000,001 or above										

(b) the number of primary and secondary schools provided with the School-based Educational Psychology Service;

(c) the total annual expenditure on the Enhanced Speech Therapy Grant, and the number of primary schools receiving the Basic Grant and Top-up Grant;

(d) the respective number of primary and secondary schools receiving the Basic Grant and Top-up Grant under the Enhanced Speech Therapy Grant;

(e) the number of primary and secondary schools having joined the Intensive Remedial Teaching Programme in Primary Schools and the Integrated Education Programme, the number of students benefiting from these Programmes, the number of additional teachers, teaching assistants and learning support assistants hired, and the average unit cost per student place;

(f) the number of secondary schools provided with additional teachers to support academic low achievers, and the number of additional teachers hired;

(g) a breakdown by district of the number of primary and secondary schools provided with the Intensive Support Grant for hardcore students with special educational needs, and the total annual provision; and

(h) the total provision for the Top-up Fund for primary and secondary schools' procurement of special furniture and equipment, and the number of primary and secondary schools benefiting from the provision.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 14)

Reply:

(a) to (h)

To help public sector mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of regular subvention, has been providing these schools with additional resources, including the Learning Support Grant (LSG), Enhanced Speech Therapy Grant (ESTG), additional teachers and funding under the Intensive Remedial Teaching Programme (IRTP) and the Integrated Education (IE) Programme, additional teachers to support academic low 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, school-based 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 in schools, the level of support they require, the number of classes and the applications of individual schools when need arises, but irrespective of the districts in which the schools operate. Hence, we are unable to give a breakdown of the provision by district. The respective number of public sector mainstream primary and secondary schools eligible for LSG within each specified range of provision from the 2014/15 to 2018/19 school years is 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 2014/15 to 2018/19 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 by EDB on an application basis to meet the specific needs of individual students with SEN. In other words, not all schools and students with SEN are provided with the same resources 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.

Distribution of public sector primary and secondary schools within the specified range of Learning Support Grant (LSG) allocated from the 2014/15 to 2018/19 school years

Provision of LSG [Note1] ($)	Number of primary schools					Number of secondary schools				
	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19
0 – 110,000	2	2	2	43 [Note2]	66 [Note2]	43	30	27	18	12
110,001 – 400,000	109	105	103	94	89	120	110	102	74	64
400,001 – 600,000	23	25	25	21	24	60	64	65	82	74
600,001 – 800,000	41	31	29	33	17	46	42	41	47	54
800,001 – 1,000,000	42	38	30	22	21	38	35	28	35	39
1,000,001 or above	87	109	125	142	164	76	101	119	129	142

Note:

1. To enhance the support for schools having admitted a larger number of students with special educational needs (SEN), the Education Bureau (EDB) has raised the ceiling of LSG from $1 million to $1.5 million per school per annum with effect from the 2013/14 school year and increased the rate of grant by 30% in the 2014/15 school year. Starting from the 2015/16 school year, the rate and ceiling of LSG for each school are adjusted annually according to the change in the Composite Consumer Price Index.
2. Starting from the 2017/18 school year, the LSG covers students with mental illness, with a view to providing schools (including those implementing the Intensive Remedial Teaching Programme (IRTP) in Primary Schools and the Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. As schools implementing the IRTP in Primary Schools and the IE Programme will also receive LSG for students with mental illness, there is a significant change in number of respective schools for the 2017/18 and 2018/19 school years when compared with previous years.

Table 1

Number of public sector primary and secondary schools receiving School-based Educational Psychology Service from the 2014/15 to 2018/19 school years

	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Primary schools	341	401	454	454	456
Secondary schools	308	333	391	389	389

Table 2

Total expenditure of Enhanced Speech Therapy Grant (ESTG) and number of public sector primary schools provided with Basic Grant and Top-up Grant from the 2014/15 to 2018/19 school years

	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Number of schools	452	451	454	453	454
Total provision ($ million)	54.4	57.4	59.8	62.8	66.1

Note: ESTG is provided to government and aided primary schools that have admitted students with speech and language impairment (SLI). 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. Most schools are provided with Top-up Grant, except for a few that do not have moderate or severe cases with SLI. For secondary schools, they may utilise Learning Support Grant to support students with SLI.

Table 3

A. Number of primary schools and additional teachers under the Intensive Remedial Teaching Programme (IRTP) from the 2014/15 to 2018/19 school years

	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Number of primary schools	250	243	242	241	239
Number of additional teachers	398	388	383	382	380

B. Number of schools, additional teachers and learning support assistants under the Integrated Education (IE) Programme from the 2014/15 to 2018/19 school years

	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Number of primary schools	27	25	25	25	25
Number of additional teachers in primary schools	23	21	21	21	21
Number of learning support assistants in primary schools	23	21	20	20	21
Number of secondary schools	9	8	8	8	8
Number of additional teachers in secondary schools	9	8	8	8	8
Number of learning support assistants in secondary schools	9	8	8	8	8

Note:

1. Since the introduction of the New Funding Mode (NFM) in the 2003/04 school year, schools implementing IRTP and IE Programme have been encouraged to switch to NFM for greater flexibility in the use of resources to support students with SEN.
2. The number of students under IRTP and IE Programme is only for calculation of additional manpower that schools should be provided with. In actual operation, irrespective of the funding mode adopted, schools should deploy additional manpower to render appropriate support to students in need under the Whole School Approach to integrated education. Hence, whether they are the targets of IRTP and IE Programme, students with SEN should all benefit from such additional resources. Providing the number of students under these Programmes and their unit cost is therefore not meaningful.

Table 4

Number of public sector secondary schools provided with additional teachers to support academic low achievers and number of additional teachers provided from the 2014/15 to 2018/19 school years

	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Number of schools provided with additional teachers to support academic low achievers	256	257	262	263	263
Number of additional teachers provided	577	564	555	550	559

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0068)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information by type of special schools:

(a) the number of classes at each level and total number of classes, number of students at each class level and total number of students, number of teachers, unit cost of school places, class-to-teacher ratio, teacher-to-student ratio and unit cost of boarding places for the past 5 years (2014/15 to 2018/19 school years) and the coming year (2019/20 school year);

(b) the establishment and salary scale of all specialists (such as speech therapists) and non-specialists for the past 5 years (2014/15 to 2018/19 school years) and the coming year (2019/20 school year); and

(c) the number of students able to pursue further studies or receive vocational training (in post-secondary institutions, vocational training schools, etc.) after completing secondary education for the past 5 years (2014/15 to 2018/19 school years), with a breakdown by type of institutions they enrolled in.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 15)

Reply:

(a)
The number of approved classes, number of students, teaching staff establishment, average unit cost per school place, class-to-teacher ratio, teacher-to-student ratio and average unit cost per boarding place of each type of special schools from the 2014/15 to 2018/19 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools for the 2019/20 school year are tabulated below. As the calculation of the teaching staff establishment, class-to-teacher ratio and teacher-to-student ratio is based on the actual number of classes and students and the calculation of the average unit cost per school place and per boarding 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 2019/20 school year at this stage.

School Type	2019/20 School Year	
	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	120
Hearing Impairment	11	60
Physical Disability	103	930
Mild Intellectual Disability	231	3 290
Moderate Intellectual Disability	222	2 140
Severe Intellectual Disability	103	730
School for Social Development	90	630
Hospital School	34	310

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

(b)
Special schools are provided with specialist staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and braillists, as well as non-specialist staff, including laboratory technicians, clerical staff, janitor staff, teacher assistants, workshop attendants, drivers and artisans, according to their school type. The specialist staff and non-specialist staff establishment of different types of special schools from the 2014/15 to 2018/19 school years are set out at Appendix 2 and Appendix 3 respectively. The salary scales of specialist staff and non-specialist staff for the 2018/19 school year are set out at Appendix 4. As the calculation of the specialist staff and non-specialist staff establishment is based on the actual number of classes being operated, we are unable to provide these figures for different types of special schools for the 2019/20 school year at this stage.

(c)
In general, special schools will help their students plan and apply for post-school placement in accordance with their interests, capabilities and needs. The number of students in different types of special schools who have completed secondary education and pursued further studies or vocational training, with breakdown by type of special schools, as collected from special schools, from the 2014/15 to 2017/18 school years is set out at Appendix 5. As the current school year is still not finished, we are unable to provide the relevant information on special school leavers for the 2018/19 school year. Apart from

pursuing further studies and vocational training, special school leavers may also receive vocational rehabilitation service, day training service, day care service, etc.

Number of Approved Classes, Number of Students, Teaching Staff Establishment, Average Unit Cost per School Place, Average Unit Cost per Boarding Place, Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools from the 2014/15 to 2018/19 School Years

School Type	2014/15 School Year						
	No. of Approved Classes	No. of Students (as at September 2014)	Teaching Staff Establishment Note5	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Techer Ratio	Teacher-to-class Ratio
Visual Impairment	15	126	37.6	$258,500	$157,000	1 : 2.5	1 : 3.4
Hearing Impairment	15	102	34	$279,000	$395,000	1 : 2.3	1 : 3.0
Physical Disability	102	921	196.9	$279,000	$271,000	1 : 1.9	1 : 4.7
Mild Intellectual Disability Note 1	214	3 051	513.6	$171,000	NA Note 2	1 : 2.4	1 : 5.9
Moderate Intellectual Disability Note 1	200	1 865	459.4	$239,500	$233,500	1 : 2.3	1 : 4.1
Severe Intellectual Disability	100	691	180.6	$313,000	$294,500	1 : 1.8	1 :3.8
School for Social Development	82	632	155.8	$149,000	NA Note 3	1 : 1.9	1 : 4.1
Hospital School	33	255	60.1	$167,500	NA Note 4	1 : 1.8	1 : 4.2

Notes:

1. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. Schools for children with mild intellectual disability do not provide boarding service.
3. Residential services provided in schools for social development are subvented by the Social Welfare Department.
4. Hospital School only provides educational services to hospitalised students and does not provide boarding services.
5. Teaching staff establishment excludes school heads and teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

Number of Approved Classes, Number of Students, Teaching Staff Establishment, Average Unit Cost per School Place, Average Unit Cost per Boarding Place, Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools from the 2014/15 to 2018/19 School Years

School Type	2015/16 School Year						
	No. of Approved Classes	No. of Students (as at September 2015)	Teaching Staff Establishment Note5	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Techer Ratio	Teacher-to-class Ratio
Visual Impairment	15	125	37.6	$293,000	$166,000	1:2.5	1:3.3
Hearing Impairment	14	87	31.3	$293,000	$403,500	1:2.2	1:2.8
Physical Disability	102	915	197.2	$294,000	$282,500	1:1.9	1:4.6
Mild Intellectual Disability Note 1	216	3 049	523.7	$171,500	NA Note 2	1:2.4	1:5.8
Moderate Intellectual Disability Note 1	202	1 879	469.1	$253,000	$243,000	1:2.3	1:4.0
Severe Intellectual Disability	99	679	178.3	$329,000	$306,000	1:1.8	1:3.8
School for Social Development	83	600	159.5	$164,000	NA Note 3	1:1.9	1:3.8
Hospital School	33	369	60.1	$178,000	NA Note 4	1:1.8	1:6.1

Notes:

1. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. Schools for children with mild intellectual disability do not provide boarding service.
3. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
4. Hospital School only provides educational services to hospitalised students and does not provide boarding services.
5. Teaching staff establishment excludes school heads and teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

Number of Approved Classes, Number of Students, Teaching Staff Establishment, Average Unit Cost per School Place, Average Unit Cost per Boarding Place, Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools from the 2014/15 to 2018/19 School Years

School Type	2016/17 School Year						
	No. of Approved Classes	No. of Students (as at September 2016)	Teaching Staff Establishment Note5	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Techer Ratio	Teacher-to-class Ratio
Visual Impairment	15	123	37.6	$320,000	$177,500	1:2.5	1:3.3
Hearing Impairment	13	89	30.9	$306,000	$441,500	1:2.4	1:2.9
Physical Disability	101	883	199	$314,000	$294,500	1:2.0	1:4.4
Mild Intellectual Disability Note 1	217	3 103	519.4	$177,000	NA Note 2	1:2.4	1:6.0
Moderate Intellectual Disability Note 1	205	1 911	471	$260,000	$252,000	1:2.3	1:4.1
Severe Intellectual Disability	98	687	178.2	$342,000	$321,000	1:1.8	1:3.9
School for Social Development	83	553	158.8	$181,000	NA Note 3	1:1.9	1:3.5
Hospital School	33	333	60.1	$186,000	NA Note 4	1:1.8	1:5.5

Notes:

1. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. Schools for children with mild intellectual disability do not provide boarding service.
3. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
4. Hospital School only provides educational services to hospitalised students and does not provide boarding services.
5. Teaching staff establishment excludes school heads and teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

Number of Approved Classes, Number of Students, Teaching Staff Establishment, Average Unit Cost per School Place, Average Unit Cost per Boarding Place, Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools from the 2014/15 to 2018/19 School Years

School Type	2017/18 School Year						
	No. of Approved Classes	No. of Students (as at September 2017)	Teaching Staff Establishment Note 7	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Techer Ratio	Teacher-to-class Ratio
Visual Impairment	15	112	43.1	$359,000	$183,500	1:2.9	1:2.6
Hearing Impairment	12	84	35	$343,500	NA Note 1	1:2.9	1:2.4
Physical Disability	102	877	224.4	$334,000	$302,500	1:2.2	1:3.9
Mild Intellectual Disability Note 2	218	3 154	576.8	$195,500	NA Note 4	1:2.6	1:5.5
Moderate Intellectual Disability Notes 2,3	210	1 992	534.5	$285,500	$258,500	1:2.5	1:3.7
Severe Intellectual Disability Note 3	99	699	206.6	$361,500	$331,500	1:2.1	1:3.4
School for Social Development	89	594	191.5	$200,000	NA Note 5	1:2.2	1:3.1
Hospital School	33	314	64.4	$198,500	NA Note 6	1:2.0	1:4.9

Notes:

1. 1 school for children with hearing impairment will complete mainstreaming in the 2018/19 school year. In the 2017/18 school year, its boarding section only provided a few boarding places based on students' needs and there was special arrangement for its staff establishment. Calculation of average unit cost per boarding place is not applicable.
2. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.
4. Schools for children with mild intellectual disability do not provide boarding service.

5. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
6. Hospital School only provides educational services to hospitalised students and does not provide boarding services.
7. Teaching staff establishment excludes teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

Number of Approved Classes, Number of Students, Teaching Staff Establishment, Average Unit Cost per School Place, Average Unit Cost per Boarding Place, Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools from the 2014/15 to 2018/19 School Years

School Type	2018/19 School Year						
	No. of Approved Classes	No. of Students (as at September 2018)	Teaching Staff Establishment Note 7	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Techer Ratio	Teacher-to-class Ratio
Visual Impairment	15	110	43.1	$397,500	$194,000	1:2.9	1:2.6
Hearing Impairment	11	64	26	$395,500	NA Note 1	1:2.4	1:2.5
Physical Disability	103	907	227.9	$360,000	$319,500	1:2.2	1:4.0
Mild Intellectual Disability Note 2	223	3 218	598	$211,500	NA Note 4	1:2.7	1:5.4
Moderate Intellectual Disability Notes 2,3	215	2 040	552.7	$304,500	$273,000	1:2.6	1:3.7
Severe Intellectual Disability Note 3	100	706	208.6	$389,000	$350,500	1:2.1	1:3.4
School for Social Development	88	614	191.4	$220,000	NA Note 5	1:2.2	1:3.2
Hospital School	33	280	64.4	$211,000	NA Note 6	1:2.0	1:4.3

Notes:

1. The boarding section of the school for children with hearing impairment has just commenced operation starting from the 2018/19 school year and provides a few boarding places. Calculation of average unit cost per boarding place is not applicable.
2. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.
4. Schools for children with mild intellectual disability do not provide boarding service.

5. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
6. Hospital School only provides educational services to hospitalised students and does not provide boarding services.
7. Teaching staff establishment excludes teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

Specialist Staff Establishment of Special Schools from the 2014/15 to 2018/19 School Years

School Type	2014/15 School Year								2015/16 School Year								2016/17 School Year							
	SW	RN	EP Note 3	ST	PT	OT	OTA	Br	SW	RN	EP Note 3	ST	PT	OT	OTA	Br	SW	RN	EP Note 3	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	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	2	-	1	3	-	-	-	-	1.5	-	1	3	-	-	-	-	1.5	-	1	3	-	-	-	-
Physical Disability	14	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-
Mild Intellectual Disability Note 1	41.5	13.5	5	45	-	-	-	-	42.5	13.5	5	45	-	-	-	-	43.5	14.5	5	49	-	-	-	-
Moderate Intellectual Disability Note 1	30	17.5	6	49	-	-	-	-	31	17.5	6	49	-	-	-	-	30	16.5	6	46	-	-	-	-
Severe Intellectual Disability	10	10	1	22	24.5	24.5	24.5	-	10	10	1	22	24	24	24	-	10	10	1	22	23.5	23.5	23.5	-
School for Social Development	16	-	2	-	-	-	-	-	15	-	2	-	-	-	-	-	15	-	2	-	-	-	-	-
Hospital School Note 2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker, RN: Registered Nurse, EP: Educational Psychologist, ST: Speech Therapist, PT: Physiotherapist, OT: Occupational Therapist, OTA: Occupational Therapist Assistant, Br: Braillist

Notes:

1. Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. Specialist services for Hospital School are provided by the hospitals.
3. EP is jointly employed by special schools and based in one of the schools concerned. Except for the 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.

Specialist Staff Establishment of Special Schools from the 2014/15 to 2018/19 School Years

School Type	2017/18 School Year								2018/19 School Year							
	SW	RN	EP Note 4	ST	PT	OT	OTA	Br	SW	RN	EP Note 4	ST	PT	OT	OTA	Br
Visual Impairment	2	1	0	3	1.5	3.5	3.5	3.5	2.5	3	0	3	1.5	3.5	3.5	3.5
Hearing Impairment	1.5	-	1	3	-	1	1	-	1.5	1	1	4	-	1	1	-
Physical Disability	14	11	3	23	33.5	33.5	33.5	-	16.5	18	3	23	34	34	34	-
Mild Intellectual Disability Note 1	44	14.5	5	49	-	17	17	-	52	29	5.5	51	-	17	17	-
Moderate Intellectual Disability Notes 1,2	30.5	17	6.5	48.5	-	19	19	-	36.5	34	6	49.5	-	19	19	-
Severe Intellectual Disability Note 2	10.5	9.5	1.5	21	24	24	24	-	12.5	19	1.5	21	24.5	24.5	24.5	-
School for Social Development	15	-	2	8	-	-	-	-	16.5	-	2	8	-	-	-	-
Hospital School Note 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker, RN: Registered Nurse, EP: Educational Psychologist, ST: Speech Therapist, PT: Physiotherapist, OT: Occupational Therapist, OTA: Occupational Therapist Assistant, Br: Braillist

Notes:

1. Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.
3. Specialist services for Hospital School are provided by the hospitals.
4. EP is jointly employed by special schools and based in one of the schools concerned. Except for the 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.

Non-specialist Staff Establishment of Special Schools from the 2014/15 to 2018/19 School Years

School Type	2014/15 School Year							2015/16 School Year							2016/17 School Year						
	LT	CS	JS	TA	WA	DRI	ART	LT	CS	JS	TA	WA	DRI	ART	LT	CS	JS	TA	WA	DRI	ART
Visual Impairment	2	3	13	7	1	3	-	2	3	13	7	1	3	-	2	3	13	7	1	3	-
Hearing Impairment	4	3	16	-	2	3	-	3	3	16	-	1	3	-	3	3	16	-	1	3	-
Physical Disability	6	13	129	102	-	23	16	7	13	130	102	-	24	16	7	13	129	101	-	24	16
Mild Intellectual Disability Note 1	-	28	125	57	12	-	-	-	28	126	60.5	12	-	-	-	29	128	61.5	13	-	-
Moderate Intellectual Disability Note 1	-	27	137	42	15	47	-	-	27	137	45.5	15	50	-	-	26	139	49	14	53	-
Severe Intellectual Disability	-	11	137	100	-	25	9	-	11	138	99	-	27	9	-	11	138	98	-	26	9
School for Social Development	6	13	52	-	5	5	-	6	13	52	-	4	5	-	6	13	52	-	4	5	-
Hospital School	-	2	4	22	-	-	-	-	2	4	22	-	-	-	-	2	4	22	-	-	-

LT: Laboratory Technician, CS: Clerical Staff, JS: Janitor Staff, TA: Teacher Assistant, WA: Workshop Attendant, DRI: Driver and ART: Artisan

Note:

1. Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.

Non-specialist Staff Establishment of Special Schools from the 2014/15 to 2018/19 School Years

School Type	2017/18 School Year							2018/19 School Year						
	LT	CS	JS	TA	WA	DRI	ART	LT	CS	JS	TA	WA	DRI	ART
Visual Impairment	2	3	13	7	1	3	-	2	3	13	7	1	3	-
Hearing Impairment	3	3	16	-	1	3	-	2	2	11	-	1	3	-
Physical Disability	7	13	130	102	-	25	16	7	13	130	105	-	25	16
Mild Intellectual Disability Note 1	-	29	129	64.5	13	-	-	-	29	132	69.5	13	-	-
Moderate Intellectual Disability Notes 1,2	-	27	140	52	14	53	-	-	28	141	56	14	55	-
Severe Intellectual Disability Note 2	-	12	139	98	-	26	9	-	12	138	98	-	26	9
School for Social Development	7	14	58	-	4	5	-	7	14	58	-	5	5	-
Hospital School	-	2	4	22	-	-	-	-	2	4	22	-	-	-

LT: Laboratory Technician, CS: Clerical Staff, JS: Janitor Staff, TA: Teacher Assistant, WA: Workshop Attendant, DRI: Driver and ART: Artisan

Notes:

1. Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.

Salary Scale of Specialist Staff for the 2018/19 School Year

Post		Salary Scale
Educational Psychologist II		$44,325 – $70,090
Educational Psychologist I		$70,590 – $105,175
Occupational Therapist Assistant		$19,030 – $30,165
Occupational Therapist II		$28,725 – $46,420
Occupational Therapist I		$48,540 – $70,590
Senior Occupational Therapist		$70,590 – $85,770
Physiotherapist II		$28,725 – $46,420
Physiotherapist I		$48,540 – $70,590
Senior Physiotherapist		$70,590 – $85,770
Speech Therapist		$31,685 – $70,090
Special School Social Worker	Assistant Social Work Officer	$31,685 – $70,090
	Senior Social Work Assistant	$44,325 – $58,345
Registered Nurse		$30,165 – $48,540
Braillist		$17,855 – $30,165

Salary Scale of Non-Specialist Staff for the 2018/19 School Year

Post	Salary Scale
Laboratory Technician III	$14,185 – $16,095
Laboratory Technician II	$20,270 – $40,420
Laboratory Technician I	$42,330 – $55,705
Workshop Attendant	$13,885 – $16,975
Artisan	$16,790 – $20,270
Motor Driver	$16,790 – $20,270
Special Driver	$20,270 – $22,865
Teacher Assistant	$13,040 – $15,365
Clerical Assistant	$13,045 – $22,865#
Assistant Clerical Officer	$14,780 – $30,165#
Janitor Staff	$13,040 – $15,365#

Aided special schools are provided with an Administration Grant (AG) or Revised Administration Grant (RAG) for employing clerical and janitor staff, or contracting out clerical or janitor service to meet their specific needs. The schools concerned will be provided with a lump sum equivalent to the salary of the clerical (solely for RAG) and janitor staff posts. The salary scale of these posts in the above table is for the calculation of grant/reference of the schools.

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2014/15 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	2	4	0	0	0	0	6
	The Hong Kong Institute of Vocational Education	3	10	1	0	0	0	0	14
	Yi Jin Project	0	0	1	0	0	0	0	1
	Youth College	0	1	0	0	1	0	0	2
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	0	0	0	1
	Hospitality Industry Training and Development Centre	0	0	1	0	0	0	0	1
	Hong Kong Institute of Technology	0	0	1	0	0	0	0	1
	School of Business and Information Systems	0	0	2	0	0	0	0	2
	Others (Not Specified)	0	0	2	0	0	0	0	2
Vocational Training	Shine Skills Centre	2	14	0	0	96	4	0	116
	Integrated Vocational Training Centre	3	0	0	0	66	1	0	70
	Integrated Vocational Training Centre – Residential Service	0	0	0	1	11	10	0	22
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	0	0	0	5	7	0	12
Total		8	27	13	1	179	22	0	250

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2015/16 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	12	7	0	0	0	0	19
	The Hong Kong Institute of Vocational Education	2	9	1	0	0	0	0	12
	Yi Jin Project	0	3	4	0	0	0	0	7
	Youth College	0	1	2	0	0	0	0	3
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	1	0	0	2
Vocational Training	Shine Skills Centre	0	19	0	0	101	11	0	131
	Integrated Vocational Training Centre	1	1	0	0	43	1	0	46
	Integrated Vocational Training Centre – Residential Service	0	0	0	0	2	0	0	2
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	2	0	0	4	0	0	6
Total		3	47	15	0	151	12	0	228

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2016/17 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	6	6	0	0	0	0	12
	The Hong Kong Institute of Vocational Education	3	5	0	0	0	0	0	8
	Yi Jin Project	0	2	1	0	0	0	0	3
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	0	0	0	1
	Pro-Act Training and Development Centres	0	0	0	0	1	0	0	1
Vocational Training	Shine Skills Centre	2	12	0	0	111	10	0	135
	Integrated Vocational Training Centre	2	1	0	0	71	3	0	77
	Integrated Vocational Training Centre – Residential Service	0	0	0	0	3	2	0	5
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	0	0	0	1	0	0	1
Total		7	26	8	0	187	15	0	243

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2017/18 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	4	7	0	0	0	0	11
	The Hong Kong Institute of Vocational Education	1	6	0	0	0	0	0	7
	School of Business and Information Systems	3	0	0	0	0	0	0	3
	Yi Jin Project	0	0	0	0	1	0	0	1
	Youth College	2	0	1	0	0	0	0	3
Vocational Training	Shine Skills Centre	6	11	0	0	118	24	0	159
	Integrated Vocational Training Centre	2	1	0	0	52	1	0	56
	Integrated Vocational Training Centre – Residential Service	0	0	0	0	5	1	0	6
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	0	0	0	2	0	0	2
Total		14	22	8	0	178	26	0	248

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0069)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information on primary and secondary schools:

the number of classes, number of students, number of teachers, unit cost of school places, class-to-teacher ratio, teacher-to-student ratio and unit cost of boarding places for the past 5 years (2014/15 to 2018/19 school years) and the coming year (2019/20 school year).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 16)

Reply:

The number of operating classes, number of students, number of teachers, unit cost, class-to-teacher ratio and teacher-to-student ratio in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools from the 2014/15 to 2018/19 school years are set out at Appendix 1. In respect of the 2019/20 school year, the overall projected number of approved classes, number of students, number of teachers and teacher-to-student ratio in public sector primary and secondary schools projected for the purpose of preparing estimates are set out at Appendix 2. As the class-to-teacher ratio is calculated based on the actual number of operating classes and teachers, we are unable to provide relevant information at this stage. For DSS schools, apart from the unit cost, we do not have other projected figures. Given the different calculation bases, the estimated figures for the 2019/20 school year and the figures of the school years from 2014/15 to 2018/19 are not directly comparable. Also, since there is no boarding section in ordinary primary and secondary schools, the statistics requested are unavailable.

Number of Operating Classes, Number of Students, Number of Teachers, Unit Cost, Class-to-Teacher Ratio and Teacher-to-Student Ratio in Public Sector and DSS schools from the 2014/15 to 2018/19 School Years

Level	School Type	2014/15 School Year					
		No. of Operating Classes	No. of Students	No. of Teachers	Unit Cost ($)	Class-to-teacher Ratio	Teacher-to-student Ratio
Primary School	Government	819	21 131	1 460	59,057	1:1.8	1:14.5
	Aided	9 168	245 022	17 490	51,645	1:1.9	1:14.0
	DSS	510	14 839	1 240	49,019	1:2.4	1:12.0
Secondary School	Government	743	23 540	1 690	68,761	1:2.3	1:13.9
	Aided	9 278	277 105	21 470	61,422	1:2.3	1:12.9
	Caput	47	1 465	110	56,937	1:2.4	1:13.1
	DSS	1 611	48 268	4 060	53,893	1:2.5	1:11.9

Level	School Type	2015/16 School Year					
		No. of Operating Classes	No. of Students	No. of Teachers	Unit Cost ($)	Class-to-teacher Ratio	Teacher-to-student Ratio
Primary School	Government	832	21 466	1 490	63,116	1:1.8	1:14.4
	Aided	9 394	251 540	17 940	55,123	1:1.9	1:14.0
	DSS	515	15 120	1 250	52,919	1:2.4	1:12.1
Secondary School	Government	730	22 260	1 660	73,787	1:2.3	1:13.4
	Aided	9 032	258 899	21 130	68,703	1:2.3	1:12.3
	Caput	45	1 366	100	67,921	1:2.3	1:13.4
	DSS	1 604	47 232	4 060	59,401	1:2.5	1:11.6

Level	School Type	2016/17 School Year					
		No. of Operating Classes	No. of Students	No. of Teachers	Unit Cost ($)	Class-to-teacher Ratio	Teacher-to-student Ratio
Primary School	Government	843	22 000	1 500	66,631	1:1.8	1:14.7
	Aided	9 639	260 482	18 400	57,417	1:1.9	1:14.2
	DSS	518	15 326	1 270	54,850	1:2.5	1:12.0
Secondary School	Government	714	21 360	1 630	78,872	1:2.3	1:13.1
	Aided	8 799	245 956	20 760	75,360	1:2.4	1:11.8
	Caput	42	1 293	100	72,910	1:2.3	1:13.6
	DSS	1 599	46 356	4 110	63,534	1:2.6	1:11.3

Level	School Type	2017/18 School Year					
		No. of Operating Classes	No. of Students	No. of Teachers	Unit Cost ($)	Class-to-teacher Ratio	Teacher-to-student Ratio
Primary School	Government	856	22 618	1 620	70,129	1:1.9	1:14.0
	Aided	9 930	270 839	19 680	59,763	1:2.0	1:13.8
	DSS	525	15 590	1 290	58,287	1:2.4	1:12.1
Secondary School	Government	706	21 013	1 650	82,132	1:2.3	1:12.7
	Aided	8 695	238 971	20 710	80,457	1:2.4	1:11.5
	Caput	41	1 258	100	76,037	1:2.3	1:13.2
	DSS	1 593	45 863	4 130	67,694	1:2.6	1:11.1

Level	School Type	2018/19 School Year					
		No. of Operating Classes	No. of Students	No. of Teachers (Estimate)	Unit Cost (Revised Estimate) ($)	Class-to-teacher Ratio (Estimate)	Teacher-to-student Ratio (Estimate)
Primary School	Government	864	23 159	1 670	76,240	1:1.9	1:13.9
	Aided	10 138	278 732	20 450	63,200	1:2.0	1:13.6
	DSS	526	15 759	1 300	61,290	1:2.5	1:12.1
Secondary School	Government	703	20 574	1 640	87,600	1:2.3	1:12.6
	Aided	8 624	233 630	20 710	86,820	1:2.4	1:11.3
	Caput	40	1 221	100	80,960	1:2.4	1:12.9
	DSS	1 587	45 601	4 120	71,060	1:2.6	1:11.1

Notes:

(1) Figures refer to the position as at mid-September of the school year.
(2) Figures do not include special schools.
(3) The number of teachers is rounded to the nearest 10.
(4) The unit cost is calculated on a financial year basis.

The projected number of approved classes, number of students, number of teachers, unit cost and teacher-to-student ratio in public sector and DSS schools[(1)] for the 2019/20 school year

<table>
<tr><th rowspan="2">Level</th><th rowspan="2">School Type</th><th colspan="5">2019/20 School Year (Estimate)</th></tr>
<tr><th>No. of Approved Classes[(2)]</th><th>No. of Students</th><th>No. of Teachers</th><th>Unit Cost[(3)] ($)</th><th>Teacher-to-student Ratio</th></tr>
<tr><td rowspan="3">Primary School</td><td>Government</td><td rowspan="2">11 040</td><td rowspan="2">304 700</td><td rowspan="2">22 400</td><td>79,590</td><td rowspan="2">1:13.6</td></tr>
<tr><td>Aided</td><td>67,500</td></tr>
<tr><td>DSS</td><td>-</td><td>-</td><td>-</td><td>66,300</td><td>-</td></tr>
<tr><td rowspan="4">Secondary School</td><td>Government</td><td rowspan="3">9 090</td><td rowspan="3">258 700</td><td rowspan="3">22 200</td><td>91,550</td><td rowspan="3">1:11.6</td></tr>
<tr><td>Aided</td><td>93,420</td></tr>
<tr><td>Caput</td><td>91,320</td></tr>
<tr><td>DSS</td><td>-</td><td>-</td><td>-</td><td>76,740</td><td>-</td></tr>
</table>

Notes:

(1) Figures do not include special schools.

(2) The number of approved classes is the projected number of approved classes for preparing estimates by the Education Bureau. The number of approved classes of each school year is subject to the allocation mechanisms for Primary 1/Secondary 1 school places in public sector schools, student enrolment at each grade level, and the results of headcount as at mid-September of the year concerned. It is understood that some public sector schools may, in light of their school-based needs, adopt class streaming by making use of vacant classrooms, i.e. splitting one approved class into two classes. Hence, the actual number of operating classes is generally greater than the number of approved classes.

(3) The unit cost is calculated on a financial year basis.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0070)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Using the table below, please provide the total numbers of students in kindergartens, primary schools and secondary schools in each of the 18 districts for the past 5 school years (2014/15 to 2018/19 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(b) Using the table below, please provide the numbers of cross-boundary students in kindergartens, primary schools and secondary schools in each of the 18 districts for the past 5 school years (2014/15 to 2018/19 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(c) Using the table below, please provide the numbers of newly admitted students from the Mainland in kindergartens, primary schools and secondary schools in each of the 18 districts for the past 5 school years (2014/15 to 2018/19 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(d) Using the table below, please provide the numbers of ethnic minority students in kindergartens, primary schools and secondary schools in each of the 18 districts for the past 5 school years (2014/15 to 2018/19 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(e) Using the table below, please provide the numbers of students with special educational needs in kindergartens, primary schools and secondary schools in each of the 18 districts for the past 5 school years (2014/15 to 2018/19 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(f) In the past 5 school years (2014/15 to 2018/19 school years), what policies were adopted by the Administration to assist the student groups mentioned in items (b) to (e)? What was the respective amount of public funding involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 17)

Reply:

(a) The total numbers of students in kindergartens, primary schools and secondary schools by district and by sector from the 2014/15 to 2018/19 school years are tabulated at Appendix 1.

(b) The numbers of cross-boundary students (CBSs) in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by sector from the 2014/15 to 2018/19 school years are tabulated at Appendices 2(a), 2(b) and 2(c) respectively.

(c) The numbers of newly admitted students from the Mainland in primary and secondary schools by district and by sector from the 2014/15 to 2018/19 school years are tabulated at Appendix 3. Please note that the Education Bureau (EDB) does not collect information on the newly admitted students from the Mainland in kindergartens.

(d) According to the information collected through the annual Student Enrolment Survey, the numbers of non-Chinese speaking (NCS) students in kindergartens and public sector and Direct Subsidy Scheme primary and secondary schools by district from the 2014/15 to 2018/19 school years are tabulated at Appendix 4.

(e) Support services for children with special needs at pre-primary level are provided by the Social Welfare Department. Hence, the EDB is unable to provide data on students with special needs in kindergartens. The numbers of students with special educational needs (SEN) studying in public sector primary and secondary schools, the English Schools Foundation (ESF) schools, other private international schools, and private independent (PI) schools from the 2014/15 to 2018/19 school years are set out at Appendix 5.

(f) *Newly-Arrived Children and CBSs*

The 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. Expenditure for the "Initiation Programme", the "Induction Programme" and the "School-based Support Scheme Grant" for newly-arrived children from the 2014/15 to 2018/19 school years is tabulated at Appendix 6. By virtue of their right of abode in Hong Kong, CBSs enjoy the same education services as our local students. If CBSs are newly-arrived children, they also enjoy the education services mentioned above.

NCS Students

Starting from the 2014/15 school year, the EDB has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework", which was drawn up in consultation with teachers and language experts, in primary and secondary schools, the provision of Applied Learning Chinese (for NCS students), and the creation of an inclusive learning environment in schools. The support measures for NCS students and the expenditure involved from the 2014/15 to 2018/19 school years are tabulated at Appendix 7. Besides, the EDB evaluates the effectiveness of various support measures for NCS students on an ongoing basis, and refines the measures as necessary.

Students with SEN

To help schools cater for students with SEN, the EDB has been providing public sector mainstream primary and secondary schools with additional resources on top of the regular subvention, professional support as well as teacher training. Starting from the 2016/17 school year, the School-based Educational Psychology Service has covered all public sector primary and secondary schools. The service has been further enhanced by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with SEN. Starting from the 2017/18 school year, the EDB provides, by phases in 3 years, each public sector mainstream primary or secondary school with an additional graduate teaching post so that schools could assign a designated teacher as Special Educational Needs Coordinator to support integrated education. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN. The expenditure on additional support and services for students with SEN in public sector mainstream schools has continued to increase from the 2014/15 to 2018/19 school years. The revised estimated expenditure for the 2018/19 school year is around $2.012 billion.

At present, recurrent subvention is provided to the ESF for its support for students with SEN in the ESF's mainstream schools and special school. In the 2014/15 to 2018/19 school years, the annual recurrent subvention for this purpose amounts to $28.3 million.

Number of Students in Kindergartens by District and by Type of Kindergartens from the 2014/15 to 2018/19 School Years

District	2014/15			2015/16			2016/17			2017/18			2018/19		
	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	4 839	675	5 514	5 124	933	6 057	5 434	745	6 179	5 392	900	6 292	5 324	939	6 263
Wan Chai	5 842	710	6 552	5 921	770	6 691	6 329	796	7 125	6 379	753	7 132	6 308	742	7 050
Eastern	10 027	1 971	11 998	10 288	2 069	12 357	9 802	2 058	11 860	9 580	2 051	11 631	8 980	2 055	11 035
Southern	3 348	1 440	4 788	3 449	1 371	4 820	3 350	1 298	4 648	3 473	1 280	4 753	3 541	1 111	4 652
Yau Tsim Mong	4 621	1 578	6 199	4 735	1 734	6 469	4 777	1 722	6 499	4 761	1 904	6 665	4 587	1 967	6 554
Sham Shui Po	8 705	230	8 935	9 188	254	9 442	9 400	333	9 733	9 399	341	9 740	9 124	433	9 557
Kowloon City	12 835	10 038	22 873	13 299	10 304	23 603	13 321	9 733	23 054	13 398	9 396	22 794	13 120	9 038	22 158
Wong Tai Sin	7 268	57	7 325	7 560	84	7 644	7 515	93	7 608	7 276	98	7 374	6 954	88	7 042
Kwun Tong	11 712	189	11 901	12 128	241	12 369	12 093	271	12 364	12 091	253	12 344	11 863	320	12 183
Sai Kung	6 527	1 970	8 497	7 028	2 149	9 177	7 183	1 972	9 155	7 368	1 828	9 196	7 228	1 709	8 937
Sha Tin	10 721	2 468	13 189	11 686	2 774	14 460	11 974	2 739	14 713	12 416	2 635	15 051	11 818	2 460	14 278
Tai Po	5 245	1 161	6 406	5 577	1 288	6 865	5 568	1 214	6 782	5 524	1 214	6 738	5 441	1 088	6 529
North	11 508	1 055	12 563	11 833	1 137	12 970	11 450	733	12 183	10 057	603	10 660	8 667	471	9 138
Yuen Long	15 483	1 344	16 827	16 145	1 607	17 752	15 898	1 317	17 215	15 432	1 310	16 742	14 675	1 380	16 055
Tuen Mun	12 061	669	12 730	12 543	847	13 390	12 264	953	13 217	11 528	941	12 469	11 032	934	11 966
Tsuen Wan	5 638	748	6 386	5 940	993	6 933	6 218	1 004	7 222	6 268	1 005	7 273	6 145	1 002	7 147
Kwai Tsing	9 648	498	10 146	10 274	499	10 773	10 061	502	10 563	9 974	501	10 475	9 569	485	10 054
Islands	2 762	806	3 568	2 867	759	3 626	3 143	769	3 912	3 148	670	3 818	3 161	643	3 804
All Districts	148 790	27 607	176 397	155 585	29 813	185 398	155 780	28 252	184 032	153 464	27 683	181 147	147 537	26 865	174 402

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.

Number of Students in Primary Schools by District and by Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	631	6 849	0	2 321	1 260	11 061
Wan Chai	1 916	6 398	0	3 355	1 769	13 438
Eastern	2 359	12 853	1 109	891	3 381	20 593
Southern	755	4 331	1 416	2 560	4 339	13 401
Yau Tsim Mong	1 281	11 030	1 285	784	0	14 380
Sham Shui Po	1 858	11 984	1 667	4 837	0	20 346
Kowloon City	2 856	15 351	1 597	7 255	4 041	31 100
Wong Tai Sin	493	14 633	0	2 542	0	17 668
Kwun Tong	1 406	22 033	624	641	717	25 421
Sai Kung	588	10 902	2 758	49	976	15 273
Sha Tin	763	22 427	1 732	1 651	898	27 471
Tai Po	673	11 120	0	0	1 065	12 858
North	773	17 785	0	0	0	18 558
Yuen Long	2 452	24 771	1 356	222	41	28 842
Tuen Mun	616	19 266	746	72	490	21 190
Tsuen Wan	1 711	10 797	0	101	0	12 609
Kwai Tsing	0	17 451	549	0	435	18 435
Islands	0	5 041	0	834	781	6 656
All Districts	21 131	245 022	14 839	28 115	20 193	329 300

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	642	7 041	0	2 450	948	11 081
Wan Chai	1 902	6 519	0	3 382	2 004	13 807
Eastern	2 431	13 092	1 149	974	3 444	21 090
Southern	741	4 365	1 414	2 627	4 459	13 606
Yau Tsim Mong	1 338	11 158	1 229	829	0	14 554
Sham Shui Po	1 888	12 149	1 643	4 963	0	20 643
Kowloon City	2 853	15 564	1 688	7 507	4 080	31 692
Wong Tai Sin	548	14 986	0	2 643	0	18 177
Kwun Tong	1 396	22 002	698	649	850	25 595
Sai Kung	585	11 173	2 815	68	975	15 616
Sha Tin	771	23 450	1 769	1 674	898	28 562
Tai Po	765	11 877	0	0	1 031	13 673
North	785	18 173	0	0	0	18 958
Yuen Long	2 487	25 942	1 418	212	31	30 090
Tuen Mun	620	20 413	755	71	491	22 350
Tsuen Wan	1 714	10 991	0	81	0	12 786
Kwai Tsing	0	17 708	542	0	445	18 695
Islands	0	4 937	0	863	783	6 583
All Districts	21 466	251 540	15 120	28 993	20 439	337 558

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	667	7 361	0	2 549	1 384	11 961
Wan Chai	2 342	5 880	0	3 411	1 685	13 318
Eastern	2 094	14 125	1 172	1 019	3 314	21 724
Southern	734	4 443	1 412	2 712	4 740	14 041
Yau Tsim Mong	1 385	11 389	1 221	871	0	14 866
Sham Shui Po	1 947	12 362	1 662	5 010	0	20 981
Kowloon City	2 872	17 450	1 715	7 671	4 228	33 936
Wong Tai Sin	553	13 921	0	2 713	0	17 187
Kwun Tong	1 442	22 315	762	653	939	26 111
Sai Kung	629	11 552	2 820	144	977	16 122
Sha Tin	771	24 664	1 830	1 718	898	29 881
Tai Po	878	12 739	0	158	1 139	14 914
North	804	18 792	0	0	0	19 596
Yuen Long	2 544	27 449	1 436	332	21	31 782
Tuen Mun	613	21 607	767	68	514	23 569
Tsuen Wan	1 725	11 278	0	82	0	13 085
Kwai Tsing	0	18 160	529	0	442	19 131
Islands	0	4 995	0	996	812	6 803
All Districts	22 000	260 482	15 326	30 107	21 093	349 008

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	685	7 573	0	2 575	1 274	12 107
Wan Chai	2 416	5 987	0	3 516	1 662	13 581
Eastern	2 173	14 522	1 220	1 023	3 457	22 395
Southern	741	4 457	1 419	2 800	5 045	14 462
Yau Tsim Mong	1 437	11 650	1 234	882	0	15 203
Sham Shui Po	2 074	12 814	1 664	5 042	948	22 542
Kowloon City	2 896	17 793	1 739	8 054	4 055	34 537
Wong Tai Sin	587	14 507	0	2 725	0	17 819
Kwun Tong	1 462	23 239	775	663	969	27 108
Sai Kung	648	12 111	2 896	200	979	16 834
Sha Tin	777	26 501	1 883	1 723	898	31 782
Tai Po	936	13 559	0	260	1 237	15 992
North	807	19 395	0	0	0	20 202
Yuen Long	2 629	28 740	1 449	446	16	33 280
Tuen Mun	613	22 512	774	68	543	24 510
Tsuen Wan	1 737	11 593	0	91	0	13 421
Kwai Tsing	0	18 742	537	0	0	19 279
Islands	0	5 144	0	1 022	829	6 995
All Districts	22 618	270 839	15 590	31 090	21 912	362 049

2018/19 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	694	7 843	0	2 334	1 249	12 120
Wan Chai	2 481	6 054	0	3 722	1 611	13 868
Eastern	2 247	14 915	1 237	1 086	3 307	22 792
Southern	753	4 499	1 439	2 911	5 226	14 828
Yau Tsim Mong	1 481	11 931	1 252	1 195	0	15 859
Sham Shui Po	2 093	13 103	1 690	5 086	1 032	23 004
Kowloon City	2 976	17 976	1 744	8 330	3 750	34 776
Wong Tai Sin	575	14 717	0	2 696	0	17 988
Kwun Tong	1 521	23 997	771	724	962	27 975
Sai Kung	690	12 598	2 915	205	1 710	18 118
Sha Tin	798	27 712	1 931	1 722	898	33 061
Tai Po	916	14 074	0	386	1 568	16 944
North	786	19 606	0	0	0	20 392
Yuen Long	2 731	29 475	1 472	502	8	34 188
Tuen Mun	656	23 451	781	82	564	25 534
Tsuen Wan	1 761	11 947	0	76	0	13 784
Kwai Tsing	0	19 158	527	0	0	19 685
Islands	0	5 676	0	1 038	835	7 549
All Districts	23 159	278 732	15 759	32 095	22 720	372 465

Notes: (1) Figures do not include special schools. International schools include the English Schools Foundation (ESF) Schools.

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

Number of Students in Secondary Day Schools by District and by Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	910	5 689	0	2 263	0	1 850	10 712
Wan Chai	2 431	6 854	0	1 755	0	1 108	12 148
Eastern	3 415	16 188	0	3 032	0	2 335	24 970
Southern	0	8 378	0	1 812	1 224	5 340	16 754
Yau Tsim Mong	1 595	9 980	607	2 627	38	0	14 847
Sham Shui Po	752	13 643	858	6 832	919	95	23 099
Kowloon City	1 531	21 654	0	4 417	914	2 930	31 446
Wong Tai Sin	483	17 226	0	1 252	543	0	19 504
Kwun Tong	1 604	21 085	0	6 037	0	410	29 136
Sai Kung	887	13 877	0	5 561	26	265	20 616
Sha Tin	1 682	27 768	0	4 827	1 677	1 184	37 138
Tai Po	406	12 443	0	1 413	0	0	14 262
North	1 109	14 426	0	1 186	0	274	16 995
Yuen Long	3 591	24 467	0	3 861	219	0	32 138
Tuen Mun	1 709	23 921	0	0	0	456	26 086
Tsuen Wan	942	10 147	0	0	0	0	11 089
Kwai Tsing	0	24 963	0	0	0	0	24 963
Islands	493	4 396	0	1 393	751	195	7 228
All Districts	23 540	277 105	1 465	48 268	6 311	16 442	373 131

2015/16 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	875	5 431	0	2 293	0	1 775	10 374
Wan Chai	2 339	6 612	0	1 626	0	1 149	11 726
Eastern	3 263	14 923	0	3 011	0	2 277	23 474
Southern	0	7 766	0	1 811	1 295	5 320	16 192
Yau Tsim Mong	1 518	9 428	542	2 535	32	0	14 055
Sham Shui Po	664	12 872	824	6 699	949	171	22 179
Kowloon City	1 481	20 444	0	4 400	918	2 841	30 084
Wong Tai Sin	437	16 233	0	1 267	523	0	18 460
Kwun Tong	1 505	19 820	0	5 592	0	506	27 423
Sai Kung	825	12 721	0	5 521	31	279	19 377
Sha Tin	1 586	25 888	0	4 808	1 688	1 180	35 150
Tai Po	393	11 648	0	1 288	0	0	13 329
North	1 065	13 640	0	1 195	0	274	16 174
Yuen Long	3 405	22 705	0	3 817	149	0	30 076
Tuen Mun	1 581	21 952	0	0	0	540	24 073
Tsuen Wan	900	9 464	0	0	0	0	10 364
Kwai Tsing	0	23 313	0	0	0	0	23 313
Islands	423	4 039	0	1 369	737	218	6 786
All Districts	22 260	258 899	1 366	47 232	6 322	16 530	352 609

2016/17 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	852	5 208	0	2 263	0	1 735	10 058
Wan Chai	2 267	7 361	0	1 634	0	1 197	12 459
Eastern	3 138	13 252	0	2 893	0	2 162	21 445
Southern	0	7 240	0	1 819	1 402	5 342	15 803
Yau Tsim Mong	1 472	9 043	509	2 468	38	0	13 530
Sham Shui Po	614	12 370	784	6 539	954	181	21 442
Kowloon City	1 438	20 491	0	4 461	913	2 796	30 099
Wong Tai Sin	391	15 502	0	1 285	530	0	17 708
Kwun Tong	1 422	18 979	0	5 310	0	631	26 342
Sai Kung	798	11 810	0	5 421	51	302	18 382
Sha Tin	1 518	23 819	0	4 821	1 718	1 201	33 077
Tai Po	405	11 153	0	1 293	0	0	12 851
North	1 038	12 991	0	1 186	0	272	15 487
Yuen Long	3 277	21 369	0	3 673	143	0	28 462
Tuen Mun	1 492	20 494	0	0	0	579	22 565
Tsuen Wan	866	9 012	0	0	0	0	9 878
Kwai Tsing	0	22 132	0	0	0	0	22 132
Islands	372	3 730	0	1 290	774	266	6 432
All Districts	21 360	245 956	1 293	46 356	6 523	16 664	338 152

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	844	5 043	0	2 253	0	1 714	9 854
Wan Chai	2 213	7 204	0	1 590	0	1 182	12 189
Eastern	3 111	12 658	0	2 838	0	2 202	20 809
Southern	0	6 925	0	1 806	1 495	5 321	15 547
Yau Tsim Mong	1 397	8 761	479	2 485	26	0	13 148
Sham Shui Po	636	12 183	779	6 650	1 005	495	21 748
Kowloon City	1 375	20 180	0	4 440	1 007	2 555	29 557
Wong Tai Sin	404	15 097	0	1 298	526	0	17 325
Kwun Tong	1 404	18 557	0	5 108	0	753	25 822
Sai Kung	803	11 344	0	5 312	72	318	17 849
Sha Tin	1 490	23 349	0	4 800	1 714	1 202	32 555
Tai Po	423	10 958	0	1 309	0	6	12 696
North	1 017	12 743	0	1 173	22	288	15 243
Yuen Long	3 247	20 781	0	3 557	80	0	27 665
Tuen Mun	1 445	19 599	0	0	0	627	21 671
Tsuen Wan	854	8 837	0	0	0	0	9 691
Kwai Tsing	0	21 232	0	0	0	0	21 232
Islands	350	3 520	0	1 244	796	293	6 203
All Districts	21 013	238 971	1 258	45 863	6 743	16 956	330 804

2018/19 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	843	4 971	0	2 230	0	609	8 653
Wan Chai	2 128	7 094	0	1 579	0	1 129	11 930
Eastern	3 072	12 224	0	2 795	1	2 034	20 126
Southern	0	6 675	0	1 852	1 610	5 471	15 608
Yau Tsim Mong	1 343	8 428	451	2 459	72	0	12 753
Sham Shui Po	631	11 933	770	6 621	970	531	21 456
Kowloon City	1 331	19 869	0	4 440	1 153	2 520	29 313
Wong Tai Sin	378	14 695	0	1 296	546	0	16 915
Kwun Tong	1 395	18 225	0	4 930	33	842	25 425
Sai Kung	793	10 994	0	5 327	78	486	17 678
Sha Tin	1 445	22 829	0	4 716	1 707	2 423	33 120
Tai Po	418	10 835	0	1 361	0	103	12 717
North	993	12 970	0	1 161	0	299	15 423
Yuen Long	3 241	20 265	0	3 620	71	0	27 197
Tuen Mun	1 422	19 114	0	0	0	690	21 226
Tsuen Wan	841	8 542	0	0	0	0	9 383
Kwai Tsing	0	20 554	0	0	0	0	20 554
Islands	300	3 413	0	1 214	753	341	6 021
All Districts	20 574	233 630	1 221	45 601	6 994	17 478	325 498

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 the ESF schools.

(2) Figures refer to the position as at September of the respective school years

Number of Cross-boundary Students in Kindergartens (including Kindergarten-cum-Child Care Centres) by District from the 2014/15 to 2018/19 School Years

District	School Year	Kindergartens (including Kindergarten-cum-Child Care Centres)
North	2014/15	5 379
	2015/16	5 431
	2016/17	4 500
	2017/18	2 997
	2018/19	1 675
Tai Po	2014/15	391
	2015/16	346
	2016/17	182
	2017/18	94
	2018/19	25
Sha Tin	2014/15	51
	2015/16	62
	2016/17	39
	2017/18	16
	2018/19	3
Yuen Long	2014/15	2 500
	2015/16	2 547
	2016/17	1 723
	2017/18	802
	2018/19	185
Tuen Mun	2014/15	1 893
	2015/16	1 856
	2016/17	1 257
	2017/18	624
	2018/19	130
Tsuen Wan & Kwai Tsing	2014/15	80
	2015/16	91
	2016/17	85
	2017/18	40
	2018/19	9
Tung Chung	2014/15	69
	2015/16	73
	2016/17	60
	2017/18	37
	2018/19	4
Wong Tai Sin	2014/15	1
	2015/16	1
	2016/17	0
	2017/18	0
	2018/19	0

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.
(3) All kindergartens (including kindergarten-cum-child care centres) are private schools.

Number of Cross-boundary Students in Primary Schools by District and by Sector from the 2014/15 to 2018/19 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2014/15	330	5 260	0	0	0	0	5 590
	2015/16	360	5 757	0	0	0	0	6 117
	2016/17	375	6 304	0	0	0	0	6 679
	2017/18	358	6 709	0	0	0	0	7 067
	2018/19	366	7 217	0	0	0	0	7 583
Tai Po	2014/15	297	1 199	0	0	0	0	1 496
	2015/16	369	1 621	0	0	0	0	1 990
	2016/17	526	2 017	0	0	0	0	2 543
	2017/18	453	2 325	0	0	9	0	2 787
	2018/19	464	2 476	0	0	22	1	2 963
Sha Tin	2014/15	0	322	0	0	0	0	322
	2015/16	0	473	0	0	0	0	473
	2016/17	0	555	0	0	0	0	555
	2017/18	0	599	3	0	0	0	602
	2018/19	2	625	3	0	0	0	630
Yuen Long	2014/15	52	2 552	2	0	3	0	2 609
	2015/16	65	3 363	3	0	4	0	3 435
	2016/17	90	4 115	2	0	26	0	4 233
	2017/18	95	4 527	5	0	36	0	4 663
	2018/19	101	4 494	10	0	62	0	4 667
Tuen Mun	2014/15	22	1 684	6	0	0	0	1 712
	2015/16	32	2 260	9	0	0	0	2 301
	2016/17	39	2 711	13	0	0	0	2 763
	2017/18	41	2 807	17	0	0	0	2 865
	2018/19	50	2 979	23	0	0	0	3 052
Tsuen Wan & Kwai Tsing	2014/15	0	3	0	0	0	0	3
	2015/16	0	48	0	0	0	0	48
	2016/17	0	215	0	0	0	0	215
	2017/18	0	466	0	0	0	0	466
	2018/19	0	505	0	0	0	0	505
Tung Chung	2014/15	0	6	0	0	0	0	6
	2015/16	0	65	0	0	0	0	65
	2016/17	0	200	0	0	0	0	200
	2017/18	0	381	0	0	0	0	381
	2018/19	0	424	0	0	0	0	424
Wong Tai Sin	2014/15	1	35	0	0	0	0	36
	2015/16	1	137	0	0	0	0	138
	2016/17	0	270	0	0	0	0	270
	2017/18	0	384	0	0	0	0	384
	2018/19	0	364	0	0	0	0	364

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

Number of Cross-boundary Students in Secondary Schools by District and by Sector from the 2014/15 to 2018/19 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2014/15	308	1 593	94	0	0	0	1 995
	2015/16	297	1 702	118	0	0	0	2 117
	2016/17	287	1 808	132	0	0	1	2 228
	2017/18	274	2 139	149	0	0	0	2 562
	2018/19	299	2 653	171	0	0	0	3 123
Tai Po	2014/15	37	307	62	0	0	0	406
	2015/16	42	357	58	0	0	0	457
	2016/17	49	397	70	0	0	0	516
	2017/18	70	535	103	0	0	0	708
	2018/19	88	774	142	0	0	0	1 004
Sha Tin	2014/15	1	46	2	0	0	0	49
	2015/16	1	81	2	0	0	0	84
	2016/17	1	59	2	0	0	0	62
	2017/18	0	81	3	0	0	0	84
	2018/19	0	132	5	0	0	0	137
Yuen Long	2014/15	13	259	21	0	0	0	293
	2015/16	21	305	25	0	0	0	351
	2016/17	26	339	26	0	0	0	391
	2017/18	43	396	31	0	1	0	471
	2018/19	88	640	68	0	0	0	796
Tuen Mun	2014/15	6	100	0	0	0	0	106
	2015/16	8	115	0	0	0	0	123
	2016/17	10	147	0	0	0	0	157
	2017/18	22	234	0	0	0	2	258
	2018/19	42	447	0	0	0	0	489
Tsuen Wan & Kwai Tsing	2014/15	0	1	0	0	0	0	1
	2015/16	0	0	0	0	0	0	0
	2016/17	0	0	0	0	0	0	0
	2017/18	0	0	0	0	0	0	0
	2018/19	0	3	0	0	0	0	3
Tung Chung	2014/15	0	1	0	0	0	0	1
	2015/16	0	0	0	0	0	0	0
	2016/17	0	0	0	0	0	0	0
	2017/18	0	1	0	0	0	0	1
	2018/19	0	14	0	0	0	0	14
Wong Tai Sin	2014/15	0	1	0	0	0	0	1
	2015/16	0	0	0	0	0	0	0
	2016/17	0	1	0	0	0	0	1
	2017/18	0	0	0	0	0	0	0
	2018/19	0	0	1	0	0	0	1

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

Number of Newly Admitted Students[#] from the Mainland in Primary Schools by District and by Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	3	60	0	0	63
Wan Chai	6	36	0	3	45
Eastern	39	118	2	1	160
Southern	6	63	0	5	74
Yau Tsim Mong	65	186	2	0	253
Sham Shui Po	51	318	1	5	375
Kowloon City	12	197	3	22	234
Wong Tai Sin	23	226	0	1	250
Kwun Tong	26	329	1	1	357
Sai Kung	18	120	0	0	138
Sha Tin	3	303	1	0	307
Tai Po	2	233	0	0	235
North	20	402	0	0	422
Yuen Long	28	535	2	0	565
Tuen Mun	7	330	1	1	339
Tsuen Wan	8	224	0	0	232
Kwai Tsing	0	296	0	0	296
Islands	0	58	0	0	58
All Districts	317	4 034	13	39	4 403

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	3	48	0	0	51
Wan Chai	1	28	0	6	35
Eastern	32	106	2	2	142
Southern	6	44	0	5	55
Yau Tsim Mong	46	183	0	0	229
Sham Shui Po	67	245	2	2	316
Kowloon City	12	178	0	18	208
Wong Tai Sin	20	213	0	0	233
Kwun Tong	25	328	1	0	354
Sai Kung	4	88	1	0	93
Sha Tin	6	249	0	0	255
Tai Po	13	193	0	0	206
North	19	308	0	0	327
Yuen Long	28	432	2	0	462
Tuen Mun	4	306	0	0	310
Tsuen Wan	11	242	0	1	254
Kwai Tsing	0	248	0	0	248
Islands	0	46	0	0	46
All Districts	297	3 485	8	34	3 824

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	2	45	0	0	47
Wan Chai	11	19	0	6	36
Eastern	26	107	2	4	139
Southern	6	49	0	12	67
Yau Tsim Mong	50	166	0	0	216
Sham Shui Po	75	293	0	0	368
Kowloon City	14	168	0	4	186
Wong Tai Sin	24	223	0	1	248
Kwun Tong	24	404	1	0	429
Sai Kung	7	115	1	0	123
Sha Tin	4	306	3	0	313
Tai Po	25	172	0	4	201
North	13	287	0	0	300
Yuen Long	21	450	0	0	471
Tuen Mun	6	209	0	0	215
Tsuen Wan	2	273	0	2	277
Kwai Tsing	0	361	0	0	361
Islands	0	42	0	0	42
All Districts	310	3 689	7	33	4 039

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	2	43	0	0	45
Wan Chai	6	19	0	3	28
Eastern	28	126	0	1	155
Southern	6	54	0	13	73
Yau Tsim Mong	57	182	3	0	242
Sham Shui Po	81	264	2	1	348
Kowloon City	7	177	4	4	192
Wong Tai Sin	23	246	0	1	270
Kwun Tong	24	477	0	0	501
Sai Kung	2	118	1	0	121
Sha Tin	3	274	1	1	279
Tai Po	10	207	0	1	218
North	20	303	0	0	323
Yuen Long	14	460	2	0	476
Tuen Mun	4	237	1	0	242
Tsuen Wan	5	263	0	0	268
Kwai Tsing	0	368	1	0	369
Islands	0	50	0	2	52
All Districts	292	3 868	15	27	4 202

2018/19 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	8	61	0	1	70
Wan Chai	15	24	0	5	44
Eastern	40	149	1	4	194
Southern	9	63	0	8	80
Yau Tsim Mong	68	256	0	3	327
Sham Shui Po	95	425	0	3	523
Kowloon City	29	279	1	4	313
Wong Tai Sin	24	337	0	0	361
Kwun Tong	47	589	0	1	637
Sai Kung	13	123	0	0	136
Sha Tin	2	380	1	0	383
Tai Po	19	318	0	0	337
North	57	448	0	0	505
Yuen Long	33	567	0	1	601
Tuen Mun	6	348	0	0	354
Tsuen Wan	21	339	0	0	360
Kwai Tsing	0	440	0	0	440
Islands	0	78	0	0	78
All Districts	486	5 224	3	30	5 743

Notes: (1) Figures include ordinary day schools, but exclude special schools, the English Schools Foundation (ESF) schools and other private 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 the 2018/19 school year are provisional and subject to revisions.

\# Figures refer to those newly admitted students from the Mainland who entered Hong Kong on a One-way Permit.

Number of Newly Admitted Students[#] from the Mainland in Secondary Schools by District and by Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	1	35	0	0	0	36
Wan Chai	1	22	0	16	0	39
Eastern	0	105	0	62	0	167
Southern	0	39	0	0	6	45
Yau Tsim Mong	1	92	73	21	0	187
Sham Shui Po	7	122	2	123	1	255
Kowloon City	4	147	0	31	0	182
Wong Tai Sin	41	121	0	0	0	162
Kwun Tong	2	114	0	178	0	294
Sai Kung	0	66	0	22	0	88
Sha Tin	0	194	0	7	0	201
Tai Po	29	127	0	17	0	173
North	60	147	0	4	0	211
Yuen Long	2	151	0	40	0	193
Tuen Mun	0	131	0	0	0	131
Tsuen Wan	0	143	0	0	0	143
Kwai Tsing	0	124	0	0	0	124
Islands	1	27	0	4	0	32
All Districts	149	1 907	75	525	7	2 663

2015/16 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	28	0	1	0	29
Wan Chai	6	19	0	0	0	25
Eastern	0	69	0	66	0	135
Southern	0	31	0	0	10	41
Yau Tsim Mong	0	103	47	19	0	169
Sham Shui Po	2	126	13	70	0	211
Kowloon City	0	93	0	20	3	116
Wong Tai Sin	24	84	0	0	0	108
Kwun Tong	2	101	0	134	0	237
Sai Kung	0	57	0	25	0	82
Sha Tin	0	118	0	7	0	125
Tai Po	12	98	0	8	0	118
North	73	106	0	7	0	186
Yuen Long	1	113	0	19	0	133
Tuen Mun	1	124	0	0	0	125
Tsuen Wan	0	135	0	0	0	135
Kwai Tsing	0	148	0	0	0	148
Islands	0	13	0	3	0	16
All Districts	121	1 566	60	379	13	2 139

2016/17 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	24	0	0	0	24
Wan Chai	3	52	0	2	0	57
Eastern	0	161	0	85	0	246
Southern	0	50	0	1	10	61
Yau Tsim Mong	3	144	74	53	0	274
Sham Shui Po	14	193	13	125	1	346
Kowloon City	1	153	0	43	0	197
Wong Tai Sin	41	217	0	0	0	258
Kwun Tong	15	194	0	242	0	451
Sai Kung	0	149	0	7	0	156
Sha Tin	0	346	0	17	2	365
Tai Po	55	197	0	24	0	276
North	71	94	0	19	0	184
Yuen Long	2	233	0	39	0	274
Tuen Mun	1	217	0	0	0	218
Tsuen Wan	0	209	0	0	0	209
Kwai Tsing	0	215	0	0	0	215
Islands	3	16	0	2	0	21
All Districts	209	2 864	87	659	13	3 832

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	52	0	0	0	52
Wan Chai	1	67	0	18	0	86
Eastern	1	126	0	46	0	173
Southern	0	49	0	0	7	56
Yau Tsim Mong	10	130	90	71	0	301
Sham Shui Po	34	203	8	115	0	360
Kowloon City	0	196	0	24	3	223
Wong Tai Sin	67	188	0	0	0	255
Kwun Tong	22	180	0	277	0	479
Sai Kung	2	144	0	25	0	171
Sha Tin	0	293	0	7	0	300
Tai Po	46	204	0	20	0	270
North	39	76	0	3	0	118
Yuen Long	2	239	0	37	0	278
Tuen Mun	0	192	0	0	0	192
Tsuen Wan	0	215	0	0	0	215
Kwai Tsing	0	248	0	0	0	248
Islands	3	21	0	3	0	27
All Districts	227	2 823	98	646	10	3 804

2018/19 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	39	0	0	0	39
Wan Chai	0	40	0	9	0	49
Eastern	0	64	0	20	0	84
Southern	0	40	0	0	2	42
Yau Tsim Mong	6	92	75	41	0	214
Sham Shui Po	25	115	4	101	0	245
Kowloon City	3	142	0	16	1	162
Wong Tai Sin	49	142	0	0	0	191
Kwun Tong	19	110	0	163	0	292
Sai Kung	0	55	0	12	0	67
Sha Tin	0	159	0	5	0	164
Tai Po	12	121	0	13	0	146
North	68	85	0	4	0	157
Yuen Long	1	140	0	33	0	174
Tuen Mun	0	136	0	0	0	136
Tsuen Wan	0	121	0	0	0	121
Kwai Tsing	0	181	0	0	0	181
Islands	2	27	0	2	0	31
All Districts	185	1 809	79	419	3	2 495

Notes: (1) Figures include ordinary day schools, but exclude special schools, the ESF schools and other private 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 the 2018/19 school year are provisional and subject to revisions.

\# Figures refer to those newly admitted students from the Mainland who entered Hong Kong on a One-way Permit.

Number of Non-Chinese Speaking Students in Kindergartens by District and by Type of Kindergartens from the 2014/15 to 2018/19 School Years

District	2014/15			2015/16			2016/17			2017/18			2018/19		
	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	703	365	1 068	671	481	1 152	802	388	1 190	744	411	1 155	801	462	1 263
Wan Chai	770	636	1 406	754	690	1 444	827	652	1 479	800	649	1 449	799	626	1 425
Eastern	659	365	1 024	536	348	884	521	357	878	558	343	901	574	348	922
Southern	751	623	1 374	785	555	1 340	650	582	1 232	619	634	1 253	912	533	1 445
Yau Tsim Mong	698	239	937	653	231	884	663	234	897	689	286	975	716	307	1 023
Sham Shui Po	313	7	320	315	9	324	356	9	365	412	4	416	423	19	442
Kowloon City	633	495	1 128	647	450	1 097	715	457	1 172	732	445	1 177	678	458	1 136
Wong Tai Sin	106	0	106	101	0	101	114	3	117	117	0	117	111	0	111
Kwun Tong	193	34	227	202	28	230	180	31	211	194	21	215	180	20	200
Sai Kung	475	194	669	499	210	709	530	199	729	569	194	763	712	164	876
Sha Tin	340	86	426	452	90	542	494	49	543	382	55	437	503	55	558
Tai Po	159	15	174	174	16	190	82	23	105	104	36	140	151	33	184
North	11	4	15	11	10	21	25	3	28	32	5	37	36	3	39
Yuen Long	594	39	633	599	47	646	629	40	669	669	59	728	693	48	741
Tuen Mun	227	48	275	248	62	310	242	45	287	282	45	327	295	35	330
Tsuen Wan	82	11	93	96	13	109	115	16	131	146	8	154	122	13	135
Kwai Tsing	658	4	662	671	1	672	628	0	628	682	2	684	647	3	650
Islands	782	614	1 396	765	562	1 327	1 009	570	1 579	1 053	428	1 481	1 043	445	1 488
All Districts	8 154	3 779	11 933	8 179	3 803	11 982	8 582	3 658	12 240	8 784	3 625	12 409	9 396	3 572	12 968

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.

Number of Non-Chinese Speaking Students in Primary Schools by District and by Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	529	0
Wan Chai	284	655	0
Eastern	21	142	8
Southern	6	19	1
Yau Tsim Mong	301	509	221
Sham Shui Po	662	70	76
Kowloon City	5	158	265
Wong Tai Sin	2	280	0
Kwun Tong	11	828	4
Sai Kung	0	174	18
Sha Tin	1	69	49
Tai Po	0	65	0
North	1	17	0
Yuen Long	3	791	69
Tuen Mun	1	555	51
Tsuen Wan	2	48	0
Kwai Tsing	0	387	513
Islands	0	823	0
All Districts	1 303	6 119	1 275

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	573	0
Wan Chai	268	668	0
Eastern	21	146	7
Southern	4	29	1
Yau Tsim Mong	322	548	203
Sham Shui Po	651	87	79
Kowloon City	5	159	262
Wong Tai Sin	1	255	0
Kwun Tong	13	813	1
Sai Kung	1	185	18
Sha Tin	1	67	49
Tai Po	1	97	0
North	1	28	0
Yuen Long	17	822	68
Tuen Mun	1	582	39
Tsuen Wan	1	54	0
Kwai Tsing	0	419	503
Islands	0	885	0
All Districts	1 311	6 417	1 230

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	628	0
Wan Chai	283	715	0
Eastern	26	167	7
Southern	6	30	1
Yau Tsim Mong	348	568	176
Sham Shui Po	668	95	88
Kowloon City	0	176	234
Wong Tai Sin	1	265	0
Kwun Tong	12	791	1
Sai Kung	1	211	10
Sha Tin	1	81	48
Tai Po	1	105	0
North	1	21	0
Yuen Long	16	817	79
Tuen Mun	1	654	41
Tsuen Wan	0	64	0
Kwai Tsing	0	445	479
Islands	0	901	0
All Districts	1 368	6 734	1 164

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	653	0
Wan Chai	294	740	0
Eastern	29	175	7
Southern	8	35	1
Yau Tsim Mong	358	608	155
Sham Shui Po	696	94	96
Kowloon City	0	194	200
Wong Tai Sin	3	304	0
Kwun Tong	12	802	0
Sai Kung	1	236	7
Sha Tin	2	83	46
Tai Po	2	113	0
North	0	26	0
Yuen Long	16	859	82
Tuen Mun	0	664	32
Tsuen Wan	0	75	0
Kwai Tsing	0	467	478
Islands	0	966	0
All Districts	1 424	7 094	1 104

2018/19 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	0	695	0
Wan Chai	304	771	0
Eastern	34	193	3
Southern	7	36	1
Yau Tsim Mong	358	657	141
Sham Shui Po	704	98	91
Kowloon City	3	192	178
Wong Tai Sin	3	321	0
Kwun Tong	13	791	0
Sai Kung	3	257	5
Sha Tin	2	77	40
Tai Po	2	107	0
North	0	29	0
Yuen Long	10	915	63
Tuen Mun	0	676	32
Tsuen Wan	1	83	0
Kwai Tsing	0	487	472
Islands	0	994	0
All Districts	1 444	7 379	1 026

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, the English Schools Foundation (ESF) and other private international schools.

Number of Non-Chinese Speaking Students in Secondary Day Schools by District and by Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme
Central & Western	6	84	0	6
Wan Chai	51	329	0	104
Eastern	4	485	0	28
Southern	0	51	0	4
Yau Tsim Mong	607	22	1	208
Sham Shui Po	2	66	0	1 305
Kowloon City	2	127	0	137
Wong Tai Sin	1	26	0	7
Kwun Tong	0	146	0	1 074
Sai Kung	0	150	0	199
Sha Tin	2	28	0	506
Tai Po	0	12	0	34
North	1	5	0	2
Yuen Long	7	225	0	126
Tuen Mun	5	881	0	0
Tsuen Wan	2	52	0	0
Kwai Tsing	0	154	0	0
Islands	2	92	0	856
All Districts	692	2 935	1	4 596

2015/16 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme
Central & Western	5	106	0	5
Wan Chai	54	398	0	145
Eastern	4	524	0	59
Southern	0	75	0	6
Yau Tsim Mong	583	40	1	203
Sham Shui Po	0	77	0	1 409
Kowloon City	2	144	0	156
Wong Tai Sin	2	35	0	6
Kwun Tong	0	155	0	956
Sai Kung	0	207	0	211
Sha Tin	2	32	0	442
Tai Po	0	12	0	42
North	1	8	0	2
Yuen Long	4	301	0	150
Tuen Mun	7	1 002	0	0
Tsuen Wan	4	59	0	0
Kwai Tsing	0	186	0	0
Islands	2	112	0	846
All Districts	670	3 473	1	4 638

2016/17 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme
Central & Western	12	128	0	4
Wan Chai	63	467	0	165
Eastern	5	527	0	60
Southern	0	93	0	9
Yau Tsim Mong	521	47	2	197
Sham Shui Po	0	111	0	1 520
Kowloon City	2	154	0	158
Wong Tai Sin	1	47	0	8
Kwun Tong	3	149	0	878
Sai Kung	0	246	0	214
Sha Tin	2	36	0	387
Tai Po	0	12	0	46
North	1	6	0	0
Yuen Long	4	334	0	164
Tuen Mun	6	931	0	0
Tsuen Wan	3	57	0	0
Kwai Tsing	0	212	0	0
Islands	2	167	0	810
All Districts	625	3 724	2	4 620

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme
Central & Western	14	155	0	5
Wan Chai	73	534	0	156
Eastern	7	537	0	75
Southern	0	128	0	8
Yau Tsim Mong	449	71	2	197
Sham Shui Po	0	119	0	1 638
Kowloon City	3	175	0	147
Wong Tai Sin	1	61	0	17
Kwun Tong	0	142	0	853
Sai Kung	0	276	0	248
Sha Tin	0	53	0	312
Tai Po	1	11	0	50
North	1	6	0	0
Yuen Long	5	387	0	191
Tuen Mun	11	948	0	0
Tsuen Wan	2	58	0	0
Kwai Tsing	0	243	0	0
Islands	1	186	0	826
All Districts	568	4 090	2	4 723

2018/19 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme
Central & Western	15	167	0	3
Wan Chai	69	564	0	166
Eastern	9	594	0	61
Southern	0	129	0	16
Yau Tsim Mong	416	95	2	199
Sham Shui Po	2	128	0	1 667
Kowloon City	4	173	0	162
Wong Tai Sin	0	69	0	17
Kwun Tong	2	134	0	816
Sai Kung	0	279	0	256
Sha Tin	1	58	0	250
Tai Po	1	13	0	63
North	0	5	0	0
Yuen Long	6	399	0	219
Tuen Mun	9	909	0	0
Tsuen Wan	5	61	0	0
Kwai Tsing	0	247	0	0
Islands	1	223	0	797
All Districts	540	4 247	2	4 692

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, the English Schools Foundation (ESF) and other private international schools.

Number of Students with Special Educational Needs (SEN) in Public Sector Mainstream Schools from the 2014/15 to 2018/19 School Years

	School Year				
School Level	2014/15	2015/16	2016/17	2017/18	2018/19
Primary	18 200	19 830	21 860	22 980	25 010
Secondary	17 990	19 640	21 030	22 380	24 070
Total	36 190	39 470	42 890	45 360	49 080

Notes: (1) As the provision of support services for students with SEN does not have relationship with the district in which they live or study, we do not provide the number of students with SEN by district.

(2) SEN-related resources are subsumed under the Direct Subsidy Scheme (DSS) unit subsidy and we do not separately collect the number of students with SEN in DSS schools.

Number of Students with Special Educational Needs (SEN) in the English Schools Foundation (ESF) Schools, Other Private International Schools, and Private Independent Schools (PIS) from the 2014/15 to 2018/19 School Years

School Year	ESF		PIS		Other Private International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2014/15	136	256	117	175	329	163	582	594
2015/16	230	435	178	277	385	175	793	887
2016/17	245	565	172	231	323	179	740	975
2017/18	439*	422*	183	234	404	284	1 026	940
2018/19	365	458	177	291	482	348	1 024	1 097

* The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school for the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

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 schools in PIS, the ESF and other private International Schools as reported by the schools concerned in response to the Student 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 2014/15 to 2018/19 School Years

School Year		2014/15	2015/16	2016/17	2017/18	2018/19
Expenditure ($ million)	Initiation Programme	21.8	23.9	24.1	27.1	31.3
	Induction Programme	2.1	1.8	2.8	2.6	2.6
	School-based Support Scheme Grant	24.9	24.9	38.1	30.8	43.3
	Total	48.8	50.6	65	60.5	77.2

Note: Figures for the 2018/19 school year are provisional and subject to revisions.

Educational support measures for non-Chinese speaking (NCS) students from the 2014/15 to 2018/19 school years

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Starting from the 2014/15 school year, the additional funding to schools has been substantially increased and school-based professional support has been enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of the Chinese language as well as the creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.8 Note 1	224.0 Note 1	245.1 Note 1	259.1 Note 1	270.9 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays, and provide learning and teaching resources for those NCS students who have a late start in the learning of the Chinese language, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.8	3.7	3.9	4.7	3.3
Summer Bridging Programme for NCS students in primary schools Starting from 2013, parents of NCS students could accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	2.6	2.6	2.3	2.1

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.7	7.4	8.6
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE). Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.	1.87	2.09	2.58	2.94	4.24 Note 2
In the 2018/19 and 2019/20 school years, secondary schools admitting NCS students are provided with additional resources to support their NCS students in using Chinese to learn Chinese History.	-	-	-	-	15.0
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 under the Language Fund.	1.09	2.35	1.18	1.72	4.28

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Support for kindergartens admitting NCS students –					
(a) University-School Support Programmes (USP) financed by the Education Development Fund:					
(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years	3.0	-	0.7	-	-
(ii) 2 projects to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively	-	Note 3	Note 3	Note 3	Note 3
(b) School-based professional support services	Note 1	Note 1	Note 1	Note 1	Note 1
(c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year:					
(i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students	-	-	-	54.0	60.7
(ii) specific training courses for kindergarten teachers on support of NCS students	-	-	-	1.4	1.5 Note 4

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 under the overall expenditure of EDB and/or different funds, and a breakdown of expenditure by item is not available.

(2) With the approval of the relief measure announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the non-local Chinese Language examinations concerned in the 2018/19 school year is waived accordingly.

(3) Regarding the USP projects, the actual expenditure is $2.25 million, $8.33 million and $2.88 million for the 2015/16, 2016/17 and 2017/18 school years respectively, and the estimated expenditure is $5.46 million for the 2018/19 school year. As the USP projects are implemented in both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

(4) Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate kindergartens in arranging teachers to attend specified training courses on supporting NCS students. The relevant expenditure has been included in the estimated expenditure for these training courses.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0071)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) In the financial years from 2016-17 to 2018-19, what Basic Law-related teaching resources and assessment banks were provided by the Education Bureau (EDB) for schools? For these teaching resources or assessment banks, please set out separately the production cost of each item.

(b) Please advise this Committee of the following:

(i) the estimated expenditure and staff establishment for the development of Basic Law-related resource packages and assessment banks in the 2019-20 financial year;

(ii) how many sets of learning and teaching resources does the EDB plan to develop. Please provide the name of these learning and teaching resources and the level of students for which they are developed; and

(iii) what specific plans the EDB has to promote Basic Law education.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 19)

Reply:

(a) - (b)(i)(ii)

To strengthen the implementation of Basic Law education (BLE), the Education Bureau (EDB) has continuously adopted a wide array of measures, which include developing learning and teaching (L&T) resources, delivering teacher training for school sponsoring bodies, school leaders and teachers, and organising life-wide learning activities for students.

Such support measures enable schools and teachers to acquire a deeper understanding of the concepts of the Basic Law and its close relevance to daily life, so that schools can enhance L&T efficacy by more effectively making plans for and taking forward BLE.

With respect to the development of L&T resources, the EDB has in the 2016-17 to 2018-19 financial years provided secondary schools with various sets of L&T resources, including the "e-Book of Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary)" and its associated e-platform; "Development of Learning and Teaching Strategies and Resources to Facilitate Students' Deep Learning of the Basic Law through Community Study"; online L&T resources for the "Constitution and the Basic Law" module; "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers"; "Basic Law Online Course for Secondary School Students' Self-directed Learning"; and two assessment banks, namely "Basic Law On-line Assessment (Junior Secondary)" (for students) and "Web on Assessment for BLE (Junior Secondary)" (for teachers). The two assessment banks have been developed for years and will continue to be made available for schools' use. The EDB staff will regularly review and update the content of these assessment banks, having regard to the latest developments in the implementation of the Basic Law. Expenditures related to the two assessment banks only involve daily website management. All the resources mentioned above remain relevant.

At primary level, the EDB has in the 2016-17 to 2018-19 financial years provided the L&T Resource CDs for Primary General Studies on "History and Culture Series" and the "Basic Law Audio-visual L&T Package (Senior Primary)" to enhance teachers' and students' understanding of the Basic Law. In the 2019-20 financial year, the EDB will develop the L&T Resource CDs on "Engineering in China" under the "History and Culture Series". The expenditures on various L&T resources are as follows:

Name of L&T Resources	**Expenditure^ ($ million)**
E-Book of Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary) and its associated e-platform	0.06*
Development of Learning and Teaching Strategies and Resources to Facilitate Students' Deep Learning of the Basic Law through Community Study (Secondary)	0.71*
Online L&T resources for the "Constitution and the Basic Law" module	Not Applicable$^{\Delta}$
Basic Law Knowledge Enrichment Online Course for Secondary School Teachers and supplementary video clips	1.08^{+}
Basic Law Online Course for Secondary School Students' Self-directed Learning and supplementary video clips	0.93^{+}
Basic Law On-line Assessment (Junior Secondary) (for students)	Not Applicable$^{\Delta}$
Web on Assessment for BLE (Junior Secondary) (for teachers)	Not Applicable$^{\Delta}$
L&T Resource CD for Primary General Studies (History and Culture Series): Understanding Chinese History and Culture through Monuments in Hong Kong	0.05*
L&T Resource CD for Primary General Studies (History and Culture Series): The Stories of the Silk Road	0.06*
Basic Law Audio-visual L&T Package (Senior Primary)	1.30^{+}

L&T Resource CD for Primary General Studies (History and Culture Series): Engineering in China	0.08+
Advanced Basic Law Knowledge Enrichment Online Course for Secondary School Teachers	0.30+

^ Representing total expenditures on L&T resources, which are incurred in different financial years (2015-16, 2016-17, 2017-18, 2018-19 and 2019-20)

* Actual expenditure

\+ Estimated expenditure

Δ Daily website management (including production) is subsumed under the recurrent expenditure of the EDB.

The above-mentioned expenditures on the production of BLE-related L&T resources, which include resource packages and assessment banks, does not include staff cost for the EDB personnel involved in the production. Since the development of L&T resources is an integral part of the day-to-day curriculum development work, it is not practical to give separate figures on the staff-related expenditure incurred by individual curriculum development task.

(b)(iii)

In the light of the circumstances in the school sector, the EDB will continue to strengthen BLE using diversified strategies, including updating L&T resources on an ongoing basis and organising teacher training activities. The EDB will also continue to enhance students' understanding of the historical background of the Basic Law and its implementation through such student activities as Basic Law quizzes and suitable exchanges and visits.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0075)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS), please provide the number of subsidy recipients among students pursuing eligible programmes and the percentage these subsidy recipients represented in the total number of students at the same level of study in the 2017/18 and 2018/19 academic years. Please give a breakdown in tabular form by institution and year of study.

Self-financing undergraduate programmes

Institution	Year of study	No. of students subsidised	Percentage among students at the same level of study

Self-financing top-up degree programmes

Institution	Year of study	Number of students subsidised	Percentage among students at the same level of study

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 18)

Reply:

The number of students receiving subsidy under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) is 20 268 in the 2017/18 academic year and 16 647 in the 2018/19 academic year, which account for about 79% and 77% of those pursuing the self-financing programmes concerned respectively. The number of students receiving subsidy and its percentage out of the number of students pursuing the self-financing programmes concerned by participating institutions are tabulated below:

(1) Self-financing First-year-first-degree Programmes

Institutions	**2017/18 Academic Year**		**2018/19 Academic Year**	
	Number of students receiving subsidy	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**	**Number of students receiving subsidy**	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**
Caritas Institute of Higher Education	596	65%	161	46%
Centennial College	53	35%	35	37%
Chu Hai College of Higher Education	262	46%	113	32%
Gratia Christian College	33	42%	37	39%
HKCT Institute of Higher Education	0	-	0	-
Hong Kong Art School	4	4%	4	4%
Hong Kong Institute of Technology	10	21% [2]	5	4%
Hong Kong Nang Yan College of Higher Education	7	21%	6	8%
Hong Kong Shue Yan University	3 278	85%	2 914	81%
SCAD Foundation (Hong Kong) Limited	34	6%	32	5%
The Hang Seng University of Hong Kong	3 630	89%	2 775	87%
The Open University of Hong Kong (Including Li Ka Shing Institute of Professional and Continuing Education (LiPACE))	4 262	78%	2 436	69%
Tung Wah College	714	75%	169	61%

Institutions	2017/18 Academic Year		2018/19 Academic Year	
	Number of students receiving subsidy	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**	**Number of students receiving subsidy**	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**
Vocational Training Council - School for Higher and Professional Education (SHAPE)	Eligible first-year-first-degree programme is not offered			
Vocational Training Council - Technological and Higher Education Institute of Hong Kong[2]	1 188	87% [2]	440	**90%**
Yew Chung College of Early Childhood Education	Not a participant of NMTSS		8	**67%**
Total	**14 071**	**N.A.**[3]	**9 135**	**N.A.**[3]

Note

1. The number of students is a provisional figure as at the end of December in the respective academic years. The final actual number of students may vary. The number of students does not include those enrolled in subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.
2. Since the institution provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes, the percentage is calculated on the basis of the total number of subsidy recipients who are pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes.
3. Since some of the institutions provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes (see Note 2), we are not able to provide the respective total percentage share of these two types of programmes.

(2) Self-financing Top-up Degree Programmes

Institutions	2017/18 Academic Year		2018/19 Academic Year	
	Number of students receiving subsidy	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**	**Number of students receiving subsidy**	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**
Caritas Institute of Higher Education	134	60%	125	64%

Institutions	2017/18 Academic Year		2018/19 Academic Year	
	Number of students receiving subsidy	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**	**Number of students receiving subsidy**	**Percentage share in the number of students pursuing the self-financing programmes concerned[1]**
Centennial College	32	52%	39	93%
Chu Hai College of Higher Education	90	46%	90	53%
Gratia Christian College	0	-	1	100%
HKCT Institute of Higher Education[2]	8	-[2]	17	-[2]
Hong Kong Art School	Eligible top-up degree programme is not offered			
Hong Kong Institute of Technology	67	21%[3]	67	26%
Hong Kong Nang Yan College of Higher Education	12	86%	7	100%
Hong Kong Shue Yan University	324	96%	536	97%
SCAD Foundation (Hong Kong) Limited	Eligible top-up degree programme is not offered			
The Hang Seng University of Hong Kong	564	94%	802	93%
The Open University of Hong Kong (Including Li Ka Shing Institute of Professional and Continuing Education (LiPACE))[4]	1 769	77%	2 249	81%
Tung Wah College	324	78%	361	89%
Vocational Training Council - School for Higher and Professional Education ("SHAPE")[4]	2 057	95%	2 196	97%
Vocational Training Council - Technological and Higher Education Institute of Hong Kong[3]	816	87%[3]	1 004	90%
Yew Chung College of Early Childhood Education	Not a participant of NMTSS		18	90%
Total	**6 197**	**N.A.**[5]	**7 512**	**N.A.**[5]

Note

1. The number of students is a provisional figure as at the end of December in the respective academic years. The final actual number of students may vary.
2. Since the institution did not provide the total number of students pursuing the self-financing programmes concerned, we are not able to calculate the percentage of students receiving subsidy out of the total.
3. Since the institution provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes, the percentage is calculated on the basis of the total number of subsidy recipients who are pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes.
4. Some programmes are collaborative programmes provided by the Open University of Hong Kong and SHAPE. The number of students receiving subsidy and its percentage out of the number of students pursuing the programmes concerned are reflected in the figures of SHAPE.
5. Since some of the institutions provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes (see Note 3), we are not able to provide the respective total percentage share of these two types of programmes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0077)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the respective numbers of Hong Kong students pursuing undergraduate, taught postgraduate and research postgraduate studies in Mainland for the past 5 years (2014/15 to 2018/19 academic years).

2. Please provide a list of Mainland institutions participating in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the past 5 years (2014/15 to 2018/19 academic years).

3. Please provide a breakdown of the number of Hong Kong students enrolling in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions and the number of students who were successfully admitted under the Scheme by institution for the past 5 years (2014/15 to 2018/19 academic years).

4. Please provide the first quartile, median and lower quartile scores of Hong Kong Diploma of Secondary Education Examination (HKDSE) candidates enrolling in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the past 5 years (2014/15 to 2018/19 academic years).

5. Please provide the first quartile, median and lower quartile scores of HKDSE candidates who were successfully admitted under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the past 5 years (2014/15 to 2018/19 academic years).

6. How many civil servants in the Education Bureau are responsible for handling matters relating to the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the past 5 years (2014/15 to 2018/19 academic years)? Please provide details of the staff establishment and the amount of public funds involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 24)

Reply:

1. Regarding the number of Hong Kong students pursuing studies in the Mainland, we do not maintain such records. Nevertheless, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying undergraduate and postgraduate programmes in Mainland higher education institutions was 15 009 as at November 2017.

2. 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. The number of Mainland higher education institutions participating in the Admission Scheme was 75, 78, 84, 90 and 102 in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 academic years respectively, and lists of such institutions are available on the website of the Education Bureau at www.edb.gov.hk/expo13, www.edb.gov.hk/expo14, www.edb.gov.hk/expo15, www.edb.gov.hk/expo16 and www.edb.gov.hk/expo17.

3. The number of students enrolling in the Admission Scheme in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 academic years was 3 249, 2 988, 2 689, 2 568 and 3 216 respectively whereas the number of students admitted under the Admission Scheme was 1 535, 1 444, 1 391, 1 295 and 1 556 respectively. As regards the number of students admitted by individual Mainland higher education institutions participating in the Admission Scheme, the relevant information provided by the institutions for the 2014/15, 2015/16, 2016/17 2017/18 and 2018/19 academic years is set out in the "Handbook on the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions" for the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 academic years, which can be downloaded from the website of the Education Bureau at www.edb.gov.hk/expo14, www.edb.gov.hk/expo15, www.edb.gov.hk/expo16, www.edb.gov.hk/expo17 and www.edb.gov.hk/expo18 respectively.

4. and 5. As regards the Hong Kong Diploma of Secondary Education Examination results attained by those students who enrolled in or were admitted under the Admission Scheme over the years, we do not maintain such records.

6. The implementation of Admission Scheme involves staff from assistant clerical officer to directorate officer. The relevant manpower and expenditure have been subsumed under the overall establishment and expenditure of EDB, hence a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0078)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau introduced the Mainland University Study Subsidy Scheme (MUSSS) in August 2014 to provide assistance for needy Hong Kong students to pursue undergraduate programmes in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions.

(1) Please provide breakdowns of the number of applicants and the respective numbers of students receiving full-rate and half-rate subsidies by institution under the MUSSS in the past 5 years (2014/15 to 2018/19 academic years), as well as a list of the institutions and programmes involved.

(2) Please provide the number of cases of attrition among students receiving subsidies under the MUSSS by institution in the past 5 years (2014/15 to 2018/19 academic years).

(3) How many civil servants in the Education Bureau are responsible for handling matters relating to the MUSSS? Please provide details of the staff establishment and the amount of public funds involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 25)

Reply:

(1) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Students having passed a means test will receive either a full-rate subsidy or a half-rate subsidy ("means-tested subsidy") per student per academic year, depending on their needs. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students

pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions. In addition, a "non-means-tested subsidy" is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy per academic year. The amount of subsidy will also be reviewed and adjusted as appropriate. For the 2018/19 academic year, the full-rate subsidy and half-rate subsidy of the "means-tested subsidy" are $16,800 and $8,400 respectively. The "non-means-tested subsidy" offers $5,600.

Breakdowns of the number of applicants in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 academic years, and the number of students receiving the full-rate and half-rate subsidies in the 2014/15, 2015/16 and 2016/17 academic years, the number of students receiving full-rate "means-tested subsidy", half-rate "means-tested subsidy" and "non-means-tested subsidy" in the 2017/18 and 2018/19 (as at 28 February 2019) academic years by institution are set out at Annexes 1 to 5 respectively. Breakdown of the number of applicants by discipline is set out at Annex 6.

(2) 25 cases of attrition among the students receiving the subsidy under the MUSSS have been reported so far in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 academic years.

(3) To cope with the additional workload arising from the implementation of the MUSSS, the Education Bureau (EDB) and Working Family and Student Financial Assistance Agency (WFSFAA), in addition to making use of existing resources, have created civil service posts, namely 3 of Executive Officer Grade and 7 of Clerical Officer Grade. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA.

Annex 1

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies by Institution in the 2014/15 Academic Year

Mainland higher education institutions	Number of applicants	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
Beijing Institute of Fashion Technology	1	0	1
Beijing Language and Culture University	2	1	1
Beijing Normal University	8	2	5
Beijing Normal University, Zhuhai	2	1	2
Beijing Sport University*	1	0	0
Beijing University of Chinese Medicine	20	10	5
Central China Normal University	3	2	1
Chengdu University of Traditional Chinese Medicine	2	1	0
China University of Political Science and Law	13	7	4
Communication University of China	3	3	0
Donghua University	3	1	1
East China Normal University	1	0	1
East China University of Political Science and Law	2	1	1
East China University of Science and Technology	3	3	0
Fudan University	1	0	1
Fuzhou University	2	2	0
Guangdong Pharmaceutical University	1	1	0
Guangdong University of Finance and Economics	1	0	0
Guangdong University of Foreign Studies	4	1	2
Guangdong University of Technology	1	0	1
Guangzhou Medical University *	1	0	0
Guangzhou University	6	4	2
Guangzhou University of Chinese Medicine	72	32	28
Huaqiao University	28	6	0
Hunan Normal University	4	3	0
Jimei University	1	0	0
Jinan University	124	9	2
Nanjing Normal University	4	0	3
Nanjing University	2	1	1
Nanjing University of Chinese Medicine	1	0	1
Nankai University	2	0	1
Renmin University of China	5	2	2
Shandong University	20	11	8
Shanghai International Studies University	1	1	0
Shanghai University of Finance and Economics	2	1	0
Shanghai University of Traditional Chinese Medicine	5	4	1
Shantou University	1	0	1
Shaoguan University	1	0	0
Shenzhen University	7	3	4
Sichuan University	6	4	2
South China Normal University	3	2	1
South China University of Technology	1	0	1

Southern Medical University	5	2	2
Southwest University	5	2	1
Southwest University of Political Science and Law	5	2	2
Sun Yat-sen University	25	14	7
The Guangzhou Academy of Fine Arts	1	0	1
Tianjin Academy of Fine Arts*	1	0	0
Tianjin University	1	0	1
Tsinghua University	2	0	0
University of International Business and Economics	2	0	2
Wuhan University	8	2	3
Xiamen University	9	3	4
Xinghai Conservatory of Music	7	3	3
Yunnan University	1	0	1
Zhejiang University	2	2	0
Zhongnan University of Economics and Law	3	3	0
Total:	**448**	**152**	**111**

* Institution did not participate in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions in the 2014/15 academic year.

Annex 2

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies by Institution in the 2015/16 Academic Year

Mainland higher education institutions	Number of applicants (including new applications and renewals)	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
China Three Gorges University	1	1	0
Shanghai University of Traditional Chinese Medicine	7	5	2
Shanghai International Studies University	6	4	1
Shanghai Jiao Tong University	3	2	1
Shanghai University of Finance and Economics	1	1	0
Shandong University	19	12	6
Sun Yat-sen University	37	24	10
Zhongnan University of Economics and Law	9	5	3
Renmin University of China	12	8	4
China University of Geosciences (Wuhan)	3	2	1
China University of Political Science and Law	28	15	6
Communication University of China	5	4	1
Tianjin University	2	0	2
Tianjin Normal University	1	1	0
Peking University	1	1	0
Beijing University of Chinese Medicine	32	20	9
Beijing Institute of Fashion Technology	2	0	2
Beijing Normal University	12	5	6
Beijing Normal University, Zhuhai	9	3	5
Beijing Language and Culture University	4	2	2
Sichuan University	9	7	2
Sichuan Normal University	1	1	0
Chengdu University of Traditional Chinese Medicine	1	1	0
Tongji University	4	2	2
Shantou University	2	1	1
Southwest University	11	8	3
Southwest University of Political Science and Law	4	1	3
Donghua University	5	4	1
Wuhan University	10	6	4
Southern Medical University	6	5	1
Nanjing University	5	3	1
Nanjing University of Chinese Medicine	1	0	1
Nanjing Normal University	7	1	6
Nankai University	4	2	1
Xinghai Conservatory of Music	6	3	3
Zhejiang University	3	2	1
Zhejiang Chinese Medical University	1	0	0
Zhejiang Sci-Tech University	4	3	1

Shenzhen University	12	7	4
Shenzhen Polytechnic*	1	0	0
Tsinghua University	1	1	0
Fudan University	2	1	0
Hunan Normal University	7	6	1
Central China Normal University	4	3	1
East China University of Political Science and Law	3	1	2
East China Normal University	2	1	1
East China University of Science and Technology	6	4	1
South China Normal University	6	4	2
South China University of Technology	1	0	1
Huaqiao University	20	9	1
Jimei University	3	1	1
Yunnan University	2	1	1
Xiamen University	20	10	9
University of International Business and Economics	3	0	3
Jinan University	76	17	7
Fuzhou University	3	2	1
Shaoguan University	2	0	1
Guangzhou University	7	4	2
Guangzhou University of Chinese Medicine	113	66	37
The Guangzhou Academy of Fine Arts	1	0	1
Guangdong University of Technology	1	0	1
Guangdong University of Foreign Studies	6	1	5
Total:	**580**	**304**	**175**

* Institution did not participate in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions in the 2015/16 academic year.

Annex 3

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies by Institution in the 2016/17 Academic Year

Mainland higher education institutions	Number of applicants (including new applications and renewals)	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
Beijing Foreign Studies University	1	0	0
Beijing Institute of Fashion Technology	10	5	3
Beijing Language and Culture University	6	3	3
Beijing Normal University	16	7	7
Beijing Normal University, Zhuhai	25	13	8
Beijing Sport University	5	2	1
Beijing University of Chinese Medicine	85	52	25
Central China Normal University	10	6	2
Central South University	1	1	0
Chengdu University of Traditional Chinese Medicine	13	7	3
China University of Geosciences (Wuhan)	2	1	1
China University of Political Science and Law	39	29	10
Chongqing University	3	3	0
Communication University of China	6	5	1
Donghua University	10	9	1
East China Normal University	9	4	4
East China University of Political Science and Law	6	2	3
East China University of Science and Technology	6	5	1
Fudan University	5	4	0
Fujian Agriculture and Forestry University*	1	0	0
Fujian Normal University	11	6	4
Fujian University of Traditional Chinese Medicine	5	4	0
Fuzhou University	8	6	2
Guangdong University of Finance	3	2	0
Guangdong University of Finance and Economics	3	2	1
Guangdong University of Foreign Studies	12	5	6
Guangdong University of Technology	1	0	1
Guangxi University Chinese Medicine	35	22	6
Guangzhou Medical University	3	2	1
Guangzhou University	21	12	6
Guangzhou University of Chinese Medicine	353	214	112
Huaqiao University	212	136	47
Huazhong University of Science & Technology	1	1	0
Hubei University of Chinese Medicine	1	0	0
Hunan Normal University	11	9	2
Jiangxi University of Traditional Chinese Medicine	2	1	0

Jilin University	1	1	0
Jimei University	7	4	3
Jinan University	872	542	255
Nanchang University	3	1	1
Nanjing Normal University	16	7	8
Nanjing University	9	6	2
Nanjing University of Chinese Medicine	64	39	17
Nankai University	11	7	3
Ningbo University	2	2	0
Ocean University of China	1	0	1
Peking University	11	7	2
Renmin University of China	16	11	4
Shandong University	27	15	8
Shanghai University of Finance and Economics	1	1	0
Shanghai International Studies University	9	4	3
Shanghai Jiao Tong University	7	4	2
Shanghai Normal University	5	2	3
Shanghai University of Traditional Chinese Medicine	12	10	2
Shantou University	5	2	1
Shaoguan University	2	1	1
Shenzhen University	25	16	6
Sichuan Normal University	4	2	0
Sichuan University	20	15	5
South China Normal University	8	5	2
South China University of Technology	8	5	3
Southern Medical University	9	6	3
Southwest University	14	10	3
Southwest University of Political Science and Law	6	3	3
Sun Yat-sen University	172	106	49
The Guangzhou Academy of Fine Arts	5	2	3
China Three Gorges University	1	1	0
Tianjin Normal University	3	2	0
Tianjin University	3	0	3
Tianjin University of Traditional Chinese Medicine	3	3	0
Tongji University	7	3	3
Tsinghua University	7	6	1
University of International Business and Economics	8	6	2
Wuhan University	25	15	8
Xiamen University	38	22	12
Xinghai Conservatory of Music	7	3	4
Yunnan University	2	1	1
Yunnan Normal University	1	0	0
Yunnan University of TCM*	1	0	0
Zhejiang University	3	2	1
Zhejiang Sci-Tech University	5	3	1
Zhongnan University of Economics and Law	18	12	5
Total:	**2 425**	**1 495**	**695**

* Institution which is not one of the designated Mainland institutions in the 2016/17 academic year.

Annex 4

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies by Institution in the 2017/18 Academic Year

Mainland higher education institutions	Number of applicants (including new applications and renewals)	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
China Three Gorges University	2	1	0	0
Shanghai University of Traditional Chinese Medicine	23	13	4	4
Shanghai International Studies University	19	7	3	9
Shanghai Jiao Tong University	10	6	1	3
Shanghai University of Political Science and Law*	1	0	0	0
Shanghai Normal University	3	2	1	0
Shanghai University of Finance and Economics	1	1	0	0
Shandong University	38	18	10	7
Sun Yat-sen University	243	129	52	47
Central Conservatory of Music	1	0	0	0
Central University of Finance and Economics	3	1	1	1
Central South University	2	1	0	0
Zhongnan University of Economics and Law	17	11	2	3
Renmin University of China	22	11	3	8
China University of Geosciences (Wuhan)	3	2	1	0
China University of Political Science and Law	59	30	10	18
China Academy of Art*	1	0	0	0
Ocean University of China	1	0	1	0
Communication University of China	8	5	1	1
China Medical University*	1	0	0	0
Tianjin University	6	1	2	2

Tianjin University of Traditional Chinese Medicine	7	4	0	0
Tianjin Normal University	1	1	0	0
Peking University	34	8	5	19
Beijing University of Chinese Medicine	140	65	30	31
Beijing University of Chemical Technology	1	1	0	0
Beijing Foreign Studies University	1	0	0	1
Beijing Institute of Fashion Technology	12	6	3	1
Beijing Forestry University	1	1	0	0
Beijing Normal University	32	9	8	12
Beijing Normal University, Zhuhai	32	19	7	0
Beijing University of Posts and Telecommunications	5	2	0	2
Beijing Language and Culture University	14	3	3	6
Beijing Sport University	5	4	0	0
Sichuan University	36	18	7	9
Sichuan Normal University	3	3	0	0
Jilin University	1	1	0	0
Tongji University	12	6	3	1
Chengdu University of Traditional Chinese Medicine	16	10	1	2
Shantou University	5	3	1	0
Jiangxi University of Traditional Chinese Medicine	6	2	0	0
Xian Jiaotong University	2	1	1	0
Southwest University	16	13	3	0
Southwest University of Political Science and Law	7	2	3	1
Southeast University	3	2	0	1
Donghua University	19	11	4	4
Wuhan University	58	18	7	29
Southern Medical University	15	6	6	3
Nanjing University	14	4	1	8
Nanjing University of Chinese Medicine	84	51	15	5
Nanjing Normal University	22	8	10	3
Nanjing University of the Arts*	1	0	0	0
Nanchang University	3	2	1	0

Nankai University	18	8	2	8
Xinghai Conservatory of Music	11	4	4	1
Chongqing University	2	0	0	1
Zhejiang University	3	3	0	0
Zhejiang Chinese Medical University	1	1	0	0
Zhejiang Normal University	2	2	0	0
Zhejiang Sci-Tech University	6	4	2	0
Shenzhen University	25	13	5	6
Tsinghua University	17	7	1	8
Fudan University	16	5	0	10
Yangzhou University*	1	0	0	0
Hubei University of Chinese Medicine	1	0	0	0
Hunan Normal University	15	10	3	0
Huazhong University of Science & Technology	1	1	0	0
Central China Normal University	11	4	2	5
East China University of Political Science and Law	18	3	1	12
East China Normal University	11	5	3	2
East China University of Science and Technology	11	6	1	3
South China Normal University	11	5	2	3
South China University of Technology	7	4	1	2
Huaqiao University	284	178	65	7
Jimei University	4	2	2	0
Yunnan University	4	3	1	0
Xiamen University	48	17	11	16
Ningbo University	2	2	0	0
University of International Business and Economics	10	3	2	5
Jinan University	1 150	686	281	69
Fuzhou University	7	4	1	0
Fujian University of Traditional Chinese Medicine	5	3	2	0
Fujian Normal University	12	4	6	0
Shaoguan University	3	2	1	0
Guangzhou University	25	14	5	1
Guangzhou University of Chinese Medicine	543	229	112	107
The Guangzhou Academy of Fine Arts	11	3	3	3

Guangzhou Medical University	5	2	1	1
Guangxi University Chinese Medicine	52	24	6	1
Guangxi Medical University	1	0	0	0
Guangdong University of Technology	3	1	1	1
Guangdong University of Foreign Studies	10	3	5	2
Guangdong University of Finance	2	2	0	0
Guangdong Ocean University*	1	0	0	0
Guangdong University of Finance and Economics	9	6	1	0
Guangdong Pharmaceutical University	1	1	0	0
Information not provided	1	0	0	0
Total	**3 453**	**1 797**	**744**	**515**

* Institution which is not one of the designated Mainland institutions in the 2017/18 academic year.

Annex 5

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies by Institution in the 2018/19 Academic Year (as at 28 February 2019)

Mainland higher education institutions	Number of applicants (including new applications and renewals)	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
China Three Gorges University	1	1	0	0
Shanghai University of Traditional Chinese Medicine	27	17	3	6
Shanghai International Studies University	20	6	3	10
Shanghai Jiao Tong University	12	5	1	6
Shanghai Normal University	2	1	0	1
Shanghai University of Finance and Economics	2	0	0	2
Shandong University	33	20	6	6
Sun Yat-sen University	241	134	46	54
Central Academy of Fine Arts	1	0	0	1
Central Conservatory of Music	1	1	0	0
Central University of Finance and Economics	5	1	0	3
The Central Academy of Drama	1	1	0	0
Central South University	3	2	0	0
Zhongnan University of Economics and Law	15	10	2	3
Renmin University of China	19	10	2	6
China University of Geosciences (Wuhan)	4	3	0	0
China University of Political Science and Law	61	27	10	21
China Academy of Art	1	1	0	0
Communication University of China	9	3	3	2
Tianjin University	5	2	0	2
Tianjin University of Traditional Chinese Medicine	3	2	0	1
Peking University	39	12	5	22

Beijing University of Chinese Medicine	140	68	29	36
Beijing University of Chemical Technology	1	1	0	0
Beijing Foreign Studies University	3	2	0	1
Beijing Institute of Fashion Technology	17	10	2	1
Beijing Forestry University	1	1	0	0
Beijing Normal University	27	7	6	14
Beijing Normal University, Zhuhai	24	19	3	1
Beijing Institute of Technology	2	1	0	1
Beijing University of Posts and Telecommunications	10	2	0	7
Beijing Language and Culture University	14	2	2	9
Beijing Sport University	8	5	2	0
Sichuan University	38	13	11	12
Sichuan Normal University	6	4	1	0
Jilin University	1	1	0	0
Tongji University	14	6	4	3
Chengdu University of Traditional Chinese Medicine	19	10	4	2
Shantou University	8	5	3	0
Jiangxi University of Traditional Chinese Medicine	2	1	1	0
Northwest University	2	1	0	1
Xian Jiaotong University	1	0	0	0
Southwest University	15	11	2	0
Southwest University of Political Science and Law	4	2	0	1
Southwestern University of Finance and Economics	1	0	0	1
Hangzhou Dianzi University*	1	0	0	0
Southeast University	6	3	0	2
Donghua University	21	9	5	5
Wuhan University	54	15	8	29
Wuhan University of Technology	1	1	0	0
Southern Medical University	20	12	3	4
Nanjing University	14	3	1	10
Nanjing University of Chinese Medicine	80	44	16	7

Nanjing Normal University	26	10	8	4
Nanchang University	3	2	1	0
Nankai University	23	9	1	13
Xinghai Conservatory of Music	6	3	2	1
Chongqing University	6	3	0	2
Zhejiang University	5	3	0	1
Zhejiang Chinese Medical University	2	0	2	0
Zhejiang Normal University	6	3	1	0
Zhejiang Sci-Tech University	12	6	3	3
Hainan University	1	1	0	0
Shaanxi Normal University	1	0	1	0
Shenzhen University	20	11	1	4
Tsinghua University	24	7	3	14
Fudan University	17	6	0	11
Hubei University of Chinese Medicine	1	1	0	0
Hubei University of Science and Technology*	1	0	0	0
Hunan Normal University	18	11	3	1
Huazhong University of Science & Technology	1	0	0	1
Central China Normal University	13	5	1	5
East China University of Political Science and Law	13	3	0	10
East China Normal University	17	7	4	5
East China University of Science and Technology	12	8	2	2
South China Normal University	10	7	1	1
South China University of Technology	15	7	1	6
Huaqiao University	294	187	61	6
Jimei University	7	4	2	0
Yunnan University	3	3	0	0
Yunnan Normal University	1	0	0	0
Xiamen University	48	22	7	16
Wenzhou Medical University	1	0	0	0
Ningbo University	3	3	0	0
University of International Business and Economics	12	3	3	5

Jinan University	1 097	710	247	73
Fuzhou University	8	6	1	0
Fujian University of Traditional Chinese Medicine	7	3	2	1
Fujian Normal University	14	6	5	0
Shaoguan University	2	2	0	0
Guangzhou University	15	11	3	0
Guangzhou University of Chinese Medicine	468	210	94	119
The Guangzhou Academy of Fine Arts	13	6	2	3
Guangzhou Medical University	4	0	0	2
Guangxi University	1	1	0	0
Guangxi University Chinese Medicine	56	33	8	1
Guangdong University of Technology	1	1	0	0
Guangdong University of Foreign Studies	10	2	5	3
Guangdong University of Finance	5	4	1	0
Guangdong University of Finance and Economics	8	7	0	0
Zhengzhou University	4	2	1	0
Information not provided	2	0	0	0
Total	**3 397**	**1 857**	**661**	**606**

* Institution which is not one of the designated Mainland institutions in the 2018/19 academic year.

Annex 6

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants by Discipline

Discipline	Number of applicants (including new applications and renewals)				
	2014/15 Academic Year	**2015/16 Academic Year**	**2016/17 Academic Year**	**2017/18 Academic Year**	**2018/19 Academic Year**
Architecture	5	7	45	61	63
Arts	57	94	312	400	394
Business, Economics and Finance	93	110	583	776	763
Chinese Medicine	109	162	689	1 053	970
Communications and Journalism	19	26	157	171	276
Dentistry, Medicine and Veterinary Medicine	26	35	136	202	227
Design	11	21	63	90	110
Education	13	9	35	64	66
Engineering	12	16	79	58	54
Law	25	39	89	136	116
Performing Arts	10	9	13	30	30
Politics and Public Administration	13	10	25	50	42
Science	24	19	68	76	56
Tourism	11	9	57	94	85
Others	20	14	74	192	145
Total:	**448**	**580**	**2 425**	**3 453**	**3 397**

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0079)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau of Hong Kong and the Ministry of Education of the Mainland have been jointly organising the Mainland Higher Education Expos for years in a row.

1. Please set out the dates, venues, themes and numbers of visitors of the Expos held in the past 5 years (2014/15 to 2018/19 academic years).

2. Are the expenses for organising the Expos borne equally by the Education Bureau and the Ministry of Education? Please set out the amount of public funds expended by the Hong Kong Government on the Expos in each of the past 5 years (2014/15 to 2018/19 academic years).

3. How many civil servants in the Education Bureau are responsible for handling matters relating to the Expos in the past 5 years (2014/15 to 2018/19 academic years)? Please provide details of the staff establishment and the amount of public funds involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 26)

Reply:

1. To help local secondary schools, students and parents understand better the details of and arrangements for the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme), the Education Bureau (EDB) and Ministry of Education (MoE) of the People's Republic of China had jointly organised the Mainland Higher Education Expos in Hong Kong annually since 2011 to inform teachers, students and parents of the particulars of the Admission Scheme and latest development on further studies in the Mainland. Information about the past 5 Mainland Higher Education Expos is as follows:

Date	Venue	Theme	Approximate number of visitors
1 & 2 November 2014	KITEC^	Details and arrangements of the Admission Scheme and the latest development on further studies in the Mainland.	9 000
7 & 8 November 2015	KITEC^		12 000
17 & 18 December 2016	KITEC^		10 000
2 & 3 December 2017	HKCEC*		10 000
1 & 2 December 2018	HKCEC*		11 000

^ Kowloonbay International Trade & Exhibition Centre (KITEC)

* Hong Kong Convention and Exhibition Centre (HKCEC)

2. EDB is responsible for all the costs incurred for organising the Mainland Higher Education Expos. The actual expenditure involved in the organisation of the annual Expos over the past 5 years is as follows:

Financial Year	Actual Expenditure ($ million)
2014-15	2.54
2015-16	3.23
2016-17	3.58
2017-18	4.07
2018-19	4.11

At the Expos, Mainland institutions participating in the Admission Scheme set up exhibition booths and held talks to disseminate information on their institutions and disciplines, admission requirements, number of student places, tuition fees, etc. There were also thematic sharing sessions for representatives of the institutions to brief teachers, students and parents on the characteristics of individual programmes and employment prospects of graduates. MoE would support representatives of the Mainland institutions to come to Hong Kong to participate in the Expos at its cost.

3. The organising of Mainland Higher Education Expos involves staff from assistant clerical officer to directorate officer. The relevant manpower and expenditure have been subsumed under the overall establishment and expenditure of EDB, hence a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0080)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Please provide the respective number of primary and secondary schools as well as total number of schools participating in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme), and the average amount of grant disbursed to each primary and secondary school in each of the school years since 2015/16;

(b) The Government had announced that the Pilot Scheme would be regularised starting from the 2018/19 school year. Please provide the respective number of primary and secondary schools expected to participate, and the average amount of grant each primary and secondary school is expected to receive in the 2019/20 school year; and

(c) Please provide a list of local schools participating in the Pilot Scheme and the names of their Mainland sister schools.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 32)

Reply:

(a) The number of schools participating in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) is set out by school year below:

School Year	Secondary School	Primary School	Special School	Total
2015/16	150	139	13	302
2016/17	223	228	20	471
2017/18	250	260	25	535

Each participating school in the Pilot Scheme received a fixed grant of $120,000 per annum and professional support.

(b) The Government regularises the Pilot Scheme with effect from the 2018/19 school year to provide a recurrent grant (which is set at $150,000 for the 2018/19 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year) and professional support for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. It is anticipated that there will be about 775 participating primary, secondary and special schools in the 2019/20 school year.

(c) As a prevailing practice, we do not disclose the names of schools participating in the Pilot Scheme and the relevant information to avoid possible labelling effect and unnecessary pressure on individual schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0082)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Following the regularisation of a relevant pilot project under the Community Care Fund from the 2017/18 school year, the Government will provide each public sector ordinary primary and secondary school with an additional teaching post (Assistant Primary School Master/Mistress post for primary schools or Graduate Master/Mistress post for secondary schools) in phases over 3 years to facilitate the assignment of a designated teacher to take up the role of Special Educational Needs Coordinator. In this connection, would the Government advise this Committee of the following:

(a) the respective number of primary schools and secondary schools with the provision of the said teaching post in the 2017/18 and 2018/19 school years, with a breakdown by district, and the expenditures involved; and

(b) the respective number of primary schools and secondary schools with the provision of the said teaching post in the 2019/20 school year, with a breakdown by district, and the estimated expenditures.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 33)

Reply:

(a) and (b)

In the 2017/18 school year, 244 public sector mainstream primary and secondary schools (126 primary schools and 118 secondary schools) had the provision of Special Educational Needs Coordinator (SENCO) and the expenditure involved was $164 million. In the 2018/19 school year, 544 public sector mainstream primary and secondary schools (300 primary schools and 244 secondary schools) have the provision of SENCO and the revised estimated expenditure is $376 million.

In the 2019/20 school year, all public sector mainstream primary and secondary schools (455 primary schools and 389 secondary schools) will have the provision of SENCO. In the said school year, the Education Bureau will upgrade the SENCO post to a promotion rank (i.e. Primary School Master/Mistress in primary schools and Senior Graduate Master/Mistress in secondary schools) in public sector mainstream primary and secondary schools with comparatively large number of students with special educational needs, and the estimated expenditure is around $824 million. As the provision of SENCO is not related to the district where the school is located, we have not compiled figures by district.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0083)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

About strengthening the manpower of specialists in special schools to improve special education services, would the Government advise this Committee of the following:

(i) the details about providing an occupational therapist and an occupational therapist assistant for schools for children with mild intellectual disability, schools for children with moderate intellectual disability, schools for children with visual impairment and school for children with hearing impairment from the 2017/18 school year; the expenditures involved in the 2017/18 and 2018/19 school years and the estimated expenditures for the 2019/20 school year;

(ii) the details about creating school-based speech therapist (SBST) posts in public sector ordinary schools by phases in 3 years starting from the 2019/20 school year and the estimated expenditures for the 2019/20 school year; and

(iii) some special schools reflected that they failed to recruit school-based occupational therapists owing to the shortage of specialists, please provide the number of special schools unable to recruit occupational therapists in the 2018/19 school year, with a breakdown by type of special schools; whether the Government has any plan to improve this situation, and if yes, the total estimated expenditures involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 34)

Reply:

(i) Starting from the 2017/18 school year, the Education Bureau (EDB) provides occupational therapists (OTs) and occupational therapist assistants (OTAs) to schools for children with mild intellectual disability (ID), schools for children with moderate ID, schools for children with visual impairment (VI) and the school for children with hearing

impairment (HI) so that these allied health professionals may provide necessary support for students displaying weaknesses in fine motor skills and hand-eye co-ordination. 1 OT II and 1 OTA are provided to special schools under the above categories which operate 6 or more approved classes. In the 2017/18 school year, a total of 34 special schools benefited from the measure. The numbers of beneficiaries in the 2018/19 and 2019/20 school years are estimated to be the same. The total expenditure for this measure in the 2017/18 school year was around $21 million and the estimated annual expenditure in the 2018/19 and 2019/20 school years is around $31 million.

(ii) Starting from the 2019/20 school year, the EDB will implement the "Enhanced School-based Speech Therapy Service" (Enhanced SBSTS) by creating school-based speech therapist (SBST) posts in the public sector mainstream schools by phases in 3 years. The EDB will form clusters of schools according to the number of approved classes of schools, number of students with speech and language impairment (SLI) and their severity level of SLI, previous experience of schools in employing SBSTs and their preference. Most of the schools will form a cluster of 2 schools. One school in each cluster will be the base school. The permanent posts of SBST will be created in the base schools. In the 2019/20 school year, over 200 schools will be arranged to implement the Enhanced SBSTS and the estimated expenditure is around $100 million.

(iii) According to the information collected by the EDB in September 2018, among the 34 schools for children with mild ID, schools for children with moderate ID, schools for children with VI and the school for children with HI, 27 schools have employed OTs or frozen (all or part of) the OT post vacancies to obtain a cash grant for recruiting temporary staff or procuring related services. The remaining 7 schools (including 1 school for children with HI, 3 schools for children with mild ID and 3 schools for children with moderate ID) have neither recruited any OT nor applied for the cash grant. To improve the issue of manpower supply, universities are requested to increase training places. Through the Study Subsidy Scheme for Designated Professions/Sectors, the self-financing post-secondary education sector is also encouraged to offer designated programmes in selected disciplines, including nursing, to nurture talent in support of specific industries with keen demand for human resources. At present, graduates of degree programmes in occupational therapy are gradually entering the job market.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0084)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the 2017 school year, the Government increased recurrent expenditure on education by $3.6 billion, which included increasing the provision of 0.1 teacher per class in primary, secondary and special schools. Please advise this Committee of the following:

(1) What is the respective number of additional regular teaching posts created with the new resources in primary, secondary and special schools? How many of these regular teaching posts are filled by contract teachers deployed within the same school and what is the percentage?

(2) What is the number of schools that have not yet recruited regular graduate teachers with the new resources and what are the reasons for that?

(3) What is the number of secondary schools participating in the Voluntary Optimisation of Class Structure Scheme (VOCSS) that have the number of surplus teachers offset/reduced by the aforesaid additional teaching posts? What is the number of surplus teachers involved?

(4) What is the respective amount of additional funding involved in increasing the provision of 0.1 teacher per class in primary, secondary and special schools?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 35)

Reply:

(1), (2) and (4)
Starting from the 2017/18 school year, the teacher-to-class (T/C) ratio for public sector primary and secondary schools (including special schools) has been increased by 0.1

across-the-board, and the respective additional full year costs required is around $800 million and $700 million. This initiative has brought about an increase of around 1 200 and 1 000 additional regular teaching posts in public sector primary schools (including special schools) and public sector secondary schools (including special schools) respectively, which provides additional teaching staff for schools to take forward various education initiatives and enhance the quality of education for the benefit of our students.

The number of regular teaching posts provided to public sector schools every year may be adjusted according to the number of classes approved, T/C ratio, and additional regular teaching posts provided under various initiatives, etc. In addition, the number of regular teaching post vacancies changes according to the turnover of teaching manpower as a result of, for example, retirement or resignation. In general, schools will make appropriate manpower deployment based on the total number of regular teaching posts available and there is no genuine need for them to differentiate the source of manpower supply for each filled regular teaching post vacancy. Therefore, the Education Bureau (EDB) has not collected the relevant statistics, and we are unable to provide the number and percentage of additional regular teaching posts generated by the increase in T/C ratio by 0.1 and filled by contract teachers deployed within the same school, as well as the number of schools which have yet to employ additional regular teachers due to the increase in T/C ratio by 0.1 since the 2017/18 school year. Our information shows that some 1 700 contract teachers appointed in the 2016/17 school year have been employed as regular teachers within the establishment of public sector schools in the 2017/18 school year. To our understanding, most aided schools have employed additional regular teachers to fill teaching post vacancies within the approved establishment, with the exception of individual schools which have used the vacancies to absorb surplus teachers arising from class reduction or withdrawal of teaching post quota under the VOCSS. For government schools, the EDB has already filled around 370 regular teaching post vacancies in primary and secondary schools since the 2017/18 school year and will continue the recruitment efforts to fill the vacancies in the 2019/20 school year.

(3) The teaching post quota provided to schools participating in the VOCSS will be withdrawn gradually according to the provisions under the scheme. The surplus teachers can be absorbed by the additional regular teaching posts created by the increase in T/C ratio. Since the actual number of surplus teachers absorbed in individual schools may be affected by factors such as changes in class structure and natural wastage of teachers, the requested figures are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0086)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What were the actual expenditures of the Committee on Self-financing Post-secondary Education, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, the Quality Assurance Council and the Joint Quality Review Committee in the past 5 years (2014-15 to 2018-19) and what were the estimates for 2019-20?

2. How many programmes were assessed by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, the Quality Assurance Council and the Joint Quality Review Committee respectively in the past 5 years (2014-15 to 2018-19)? How many programmes were found not up to the standard?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 29)

Reply:

1. The Committee on Self-financing Post-secondary Education (CSPE) is established to advise the Government on the development of the self-financing post-secondary education sector. The Education Bureau (EDB) provides secretariat support to CSPE and the secretariat posts are part of EDB's establishment. Serving the CSPE is part and parcel of the officers' duties for the relevant subject areas. The related expenditure of the secretariat posts could not be identified separately as they are absorbed by the existing resources of EDB.

   The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is established under the HKCAAVQ Ordinance (Cap. 1150) to provide accreditation and assessment services for academic and vocational qualifications. It is also responsible for the quality assurance of all operators and programmes except for the University Grants Committee (UGC)-funded universities with self-accrediting status. HKCAAVQ is a self-financed body and does not receive recurrent subvention from the Government.

   As a statutory body, HKCAAVQ's annual report is tabled at the Legislative Council every year in accordance with the HKCAAVQ Ordinance. The actual expenditure of

HKCAAVQ in the past 5 years from 2014-15 to 2018-19 (as at end February 2019) and the estimated expenditure for 2019-20 are as follows –

2014-15	2015-16	2016-17	2017-18	2018-19 (As at end February 2019)	2019-20 (Estimate)
($ million)					
79.8	89.4	88.7	83.1	76.8	98.7

The Quality Assurance Council (QAC), established under the aegis of UGC, aims to assure that the quality of educational experience in programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities is sustained and improved, and is at an internationally competitive level.

The actual expenditure of QAC in the past 5 years from 2014-15 to 2018-19 and the estimated expenditure for 2019-20 are as follows –

2014-15	2015-16	2016-17	2017-18	2018-19 (As at end February 2019)	2019-20 (Estimate)
($ million)					
0.8	1.4	1.0	1.1	1.6	0.6

The expenditure of QAC mainly includes expenses for air passage, accommodation, as well as per-diem allowance of QAC members and Audit Panel members who are not based in Hong Kong. QAC conducted the second round of QAC quality audits in 2015 and 2016, and is conducting the audit activities for the sub-degree operations of UGC-funded universities from 2017 to 2019. The increase in non-local Audit Panel members for quality audits on sub-degree operations as compared with the second round of quality audits has resulted in a rise in the expenditure for 2018-19. Besides, preparation work for the third round of QAC quality audits will commence in 2019-20 and the first audit visit is expected to be conducted in 2021. As no audit visits will be arranged for 2019-20, there will be a decrease in the expenditure of QAC during that period. QAC members and Audit Panel members who are not based in Hong Kong receive honoraria for their participation in the QAC/audit activities. The annual rates of honoraria, which are reviewed according to the rates of civil service salary adjustments, ranged from $84,550 to $99,850 for non-local QAC members and $47,300 to $56,360 for non-local Audit Panel members over the period from 2014-15 to 2018-19.

Since 2016, UGC has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of UGC-funded universities, with the involvement of QAC as the audit operator. In this connection, the former Joint Quality Review Committee (JQRC), which was established by the Heads of Universities Committee to provide peer review of the quality assurance processes of self-financing sub-degree programmes offered by UGC-funded universities, ceased operation in 2016. The Government did not provide any funding to JQRC and has no information about their annual expenditure.

2. HKCAAVQ is empowered under the HKCAAVQ Ordinance to conduct accreditation for academic and vocational programmes. In the past 5 years from 2014-15 to 2018-19 (as at end February 2019), the number of programmes accredited/re-accredited, as well as those not approved by HKCAAVQ are as follows –

Number of Programmes	**Financial Year**				
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19 (As at end February 2019**
Accredited/ Re-accredited Note	499	280	235	329	375
Not approved Note	0	2	0	0	0

HKCAAVQ spares no effort in raising the awareness of operators regarding the accreditation requirements in order to facilitate self-evaluation of their readiness to undergo accreditation. Operators are alerted early in the accreditation process if they were unable to demonstrate sufficient evidence to meet the required accreditation standards. Operators would have chosen not to proceed with the accreditation exercise if the chance of successful accreditation is considered slim. Therefore, the number of unsuccessful accreditation exercise is small.

Note: Figures include accredited and re-accredited local and non-local programmes but do not include programmes covered by Programme Area Accreditation (PAA). PAA allows providers to develop and operate learning programmes within an approved scope of programme area(s) at specified Qualifications Framework Level(s) for an approved period of time, and have the qualifications of its learning programmes entered into the Qualifications Register (QR) without going through learning programme accreditation or re-accreditation by HKCAAVQ.

On the other hand, the former JQRC endorsed self-financing sub-degree programmes of UGC-funded universities for the purpose of registration on QR. It should be noted that both the former JQRC and QAC did/do not accredit individual programmes of UGC-funded universities as these universities already have self-accrediting status. As mentioned above, the former JQRC ceased operation in 2016, only the number of self-financing sub-degree programmes endorsed/re-endorsed in 2014-15, as well as those not endorsed/ not re-endorsed are available and they are as follows –

Number of Programmes	**Financial Year**				
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Endorsed/Re-endorsed	400	Not available	Not available	Not available	Not available
Not Endorsed/ Not Re-endorsed	21	Not available	Not available	Not available	Not available

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0087)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding education for non-Chinese speaking (NCS) students, please provide the following information in the past 5 years (i.e. from 2014/15 to 2018/19 school years):

(a) the number of NCS students with a breakdown by stage, grade level, type and ethnicity of the students;

Table 1: Kindergarten

	2014/15...		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

Table 2: Primary School

	2014/15...					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						

Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Table 3: Secondary School

	2014/15...					
	S1	S2	S3	S4	S5	S6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Table 4: Special School

	2014/15...				
	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
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					

Mixed					
Others					
Total					

(b) the number of kindergartens, primary schools, secondary schools and special schools admitting NCS students, with a breakdown by the intake of such students;

	2014/15...			
No. of NCS students	Kindergarten	Primary school	Secondary school	Special school
under 10				
10-30				
31-50				
50-75				
76-90				
More than 90				

(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 number of schools joining the Language Support Services, the number of NCS students benefitting from such services and the expenditure involved;

(f) the number of schools joining the School-based Curriculum Development Support Services for primary schools, the number of NCS students benefitting from such services and the expenditure involved;

(g) 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 expenditure involved;

(h) 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 expenditure involved since its introduction in July 2012;

(i) the implementation details of activities co-organised by EDB and non-governmental organisations and targeted at NCS students, including programme names, co-organisers and the number of participants;

(j) 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

(k) the expenditure and staff establishment involved in implementing the "Chinese Language Curriculum Second Language Learning Framework" designed for NCS students, and the numbers of primary and secondary school teachers, ethnic minority teachers and teaching assistants who received the relevant training.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 36)

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 2014/15 to 2018/19 school years is 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 2014/15 to 2018/19 school years is tabulated at Annex D.

(b) The number of kindergartens, public sector and DSS primary and secondary schools, and special schools with NCS students ranging from "less than 10", "10 to 30", "31 to 50","51 to 75","76 to 90"and "91 or above" from the 2014/15 to 2018/19 school years is 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, and being ready to partner with the Education Bureau (EDB) to develop school-based support measures and share experiences with other schools were provided with additional funding and professional support services 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 more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. Starting from the 2014/15 school year, the funding support has been substantially enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. As regards support for schools, EDB currently facilitates sharing and exchange between schools admitting NCS students and other schools, through various channels, such as inter-school activities, publications and webpages, etc., with a view to benefitting all NCS students. The relevant work is undertaken by different sections of EDB and deployment of staff may be adjusted having regard to the needs and circumstances of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of 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 the number of centres from the 2014/15 to 2018/19 school years are tabulated below:

School year	No. of participating NCS students	No. of centres
2014/15	970	24
2015/16	974	22
2016/17	1 057	22
2017/18	724	19
2018/19 (Note)	811	20

Note: Figures as at January 2019.

(e) The number of schools admitting NCS students and provided with the Language Learning Support Services from the 2014/15 to 2018/19 school years is as follows:

School year	No. of participating schools	No. of participating NCS students
2014/15 (Note)	17	1 400
2015/16 (Note)	26	2 240
2016/17 (Note)	27	1 940
2017/18 (Note)	25	1 422
2018/19 (Note)	27	1 563

Note:
From the 2014/15 school year, EDB has enhanced the school-based professional support services for schools admitting NCS students through diversified modes. In addition to the professional support services provided by the Language Learning Support Section, schools admitting NCS students are also supported through the Professional Development Schools Scheme, the University-School Support Programmes, School Support Partners (Seconded Teacher) Scheme, etc. funded by the Education Development Fund. In the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 school years, a total of 79, 97, 93, 78 and 70 schools admitting NCS students received the professional support services respectively, benefitting about 9 410, 8 150, 9 390, 7 120 and 5 640 NCS students in the respective school years. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure by item is not available.

(f) 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 accordance with the circumstances of schools to benefit all students, including but not limited to NCS students, in the participating schools. From the 2014/15 to 2018/19 school years, about 155 primary schools received school-based support services each year. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure by item is not available.

(g) The number of schools / non-governmental organisations (NGOs) offering the full-time Initiation Programme and Induction Programme for newly-arrived NCS students, and Summer Bridging Programme for NCS students, the number of participating NCS students and the expenditure from the 2014/15 to 2018/19 school years are tabulated below:

Initiation Programme

School year	No. of participating schools	No. of participating newly-arrived NCS students	Expenditure ($ million)
2014/15	3	159	5.73
2015/16	3	167	5.42
2016/17	3	171	5.65
2017/18	3	152	6.00
2018/19 (estimated)	3	150	6.26

Induction Programme

School year	No. of participating NGOs	No. of participating newly-arrived NCS students	Expenditure ($)
2014/15	(Note)	(Note)	(Note)
2015/16	1	10	21,000
2016/17	1	11	22,000
2017/18	(Note)	(Note)	(Note)
2018/19 (estimated)	1	10	23,000

Note: No newly-arrived NCS children enrolled in the Induction Programme in the 2014/15 and 2017/18 school years.

Summer Bridging Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure ($ million)
2014/15 (Note)	40	1 750	2.8
2015/16 (Note)	33	1 650	2.6
2016/17 (Note)	33	1 590	2.6
2017/18 (Note)	33	1 390	2.3
2018/19 (Note)	33	1 260	2.1

Note:
Starting from 2013, parents of NCS students may accompany their children to attend the programme with a view to enhancing their exposure to, and use of, Chinese and support for their children. In 2014, 2015, 2016, 2017 and 2018, the number of participating parents of NCS students is about 360, 240, 190, 150 and 140 respectively.

(h) The Pilot Scheme on Workplace Chinese Language Programme for NCS Students was implemented from the 2011/12 to 2014/15 school years, prior to the implementation of the Applied Learning Chinese (for NCS students) starting from the 2014/15 school year, with a view to enhancing NCS students' competitiveness in the workplace. 12 courses pegged with Qualifications Framework Levels 1 to 3 were provided by phases. In the 2014/15 school year, around 70 NCS students participated in the programme, and the expenditure involved was about $180,000.

(i) Since the 2012/13 school year, in collaboration 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. The NGOs organising the programmes and the number of participating NCS students from the 2014/15 to 2018/19 school years are tabulated below:

School year	Organisers of district-based programmes	Programme names	No. of participating NCS students
2014/15	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	around 400
2015/16	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	around 400
2016/17	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	around 400
2017/18	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	around 400
2018/19	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	around 400

(j) Eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that the subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE). Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level. Starting from the 2011/12 school year, apart from the examination fee subsidy, eligible needy NCS students sitting for the GCSE (Chinese) Examination 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 for the relevant examinations and granted full or half fee remission of the "subsidised

examination fee" under the EFRS from the 2014/15 to 2018/19 school years is 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
2014/15	1 471	143	121
2015/16	1 536	140	114
2016/17	1 747	164	123
2017/18	1 950	209	146
2018/19	1 544	Note	

Note:
With the approval of the relief measure announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the aforementioned non-local Chinese Language examinations in the 2018/19 school year is waived accordingly. Hence, needy students are not required to apply for examination fee remission in the 2018/19 school year.

(k) Starting from the 2014/15 school year, EDB has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Learning Framework", which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools.

To enhance teachers' professional capability in teaching NCS students, EDB has been continuously organising systematic and diversified professional development programmes to enable teachers to gain a deeper understanding of the "Learning Framework" and master effective teaching methods. As at February 2019, there were a total of 372 primary schools and 300 secondary schools that had sent their teachers (an attendance of around 4 000) to participate in seminars and workshops organised by EDB.

EDB has also commissioned the University of Hong Kong to conduct 10 teacher workshops every school year for Chinese Language teachers who teach NCS students. These workshops cover the teaching and learning of Chinese Language for NCS students, including overall curriculum planning, teaching strategies, design of diversified activities, cultural inclusiveness, classroom teaching, as well as experience sharing. About 2 700 teachers attended the workshops from the 2014/15 to 2018/19 school years. The annual expenditure involved was about $300,000 to $400,000.

In addition, to enhance pedagogical effectiveness in supporting NCS students' learning of the Chinese language, how to teach Chinese from the perspective of second language learners has been embedded in 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 or its breakdown.

The above measures are undertaken by different sections of EDB, and deployment of staff may be adjusted as appropriate. Except for the information provided separately above, the relevant manpower resources and expenses are subsumed under the overall expenditure and/or different funds of EDB.

Number of non-Chinese speaking ethnic minority students by ethnicity studying at different grade levels in primary schools from the 2014/15 to 2018/19 school years

P1	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	21	27	25	27	37
Filipino	216	206	214	191	201
Indian	143	162	134	152	193
Pakistani	521	485	473	514	493
Nepalese	299	332	324	322	312
Japanese	26	22	25	20	30
Thai	23	23	18	24	24
Korean	11	10	6	17	18
Other Asian	42	35	26	25	39
White	109	95	134	116	114
Others	58	80	73	91	95
Total	1 469	1 477	1 452	1 499	1 556

P2	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	22	20	27	29	31
Filipino	208	222	211	232	198
Indian	154	145	169	145	153
Pakistani	506	545	507	514	549
Nepalese	253	295	341	321	321
Japanese	14	21	27	26	20
Thai	20	28	27	26	28
Korean	9	11	14	7	14
Other Asian	53	41	40	28	28
White	118	102	112	137	112
Others	69	65	75	75	99
Total	1 426	1 495	1 550	1 540	1 553

P3	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	12	21	26	26	30
Filipino	224	222	220	215	235
Indian	159	156	149	177	155
Pakistani	522	513	557	521	538
Nepalese	222	269	296	343	319
Japanese	18	17	18	25	24
Thai	19	26	29	32	26
Korean	4	6	14	10	7
Other Asian	23	59	45	42	29
White	90	114	101	112	120
Others	62	65	63	76	64
Total	1 355	1 468	1 518	1 579	1 547

P4	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	18	15	21	29	28
Filipino	210	226	230	230	211
Indian	171	168	166	152	173
Pakistani	505	518	542	571	526
Nepalese	204	222	272	298	346
Japanese	12	16	15	14	22
Thai	27	22	30	29	31
Korean	5	6	9	15	11
Other Asian	34	28	58	45	44
White	65	78	104	91	92
Others	59	55	57	64	74
Total	1 310	1 354	1 504	1 538	1 558

P5	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	10	18	14	19	28
Filipino	199	214	221	238	229
Indian	139	176	177	164	159
Pakistani	469	502	536	553	570
Nepalese	249	210	227	268	292
Japanese	7	13	16	15	13
Thai	22	36	23	33	30
Korean	6	4	6	11	13
Other Asian	29	36	27	56	42
White	55	56	66	88	81
Others	61	58	54	53	57
Total	1 246	1 323	1 367	1 498	1 514

P6	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	15	14	15	12	20
Filipino	228	200	213	222	236
Indian	157	137	175	175	155
Pakistani	506	458	506	536	552
Nepalese	207	244	211	224	262
Japanese	6	6	12	16	14
Thai	32	23	34	27	37
Korean	2	7	4	6	10
Other Asian	20	31	31	28	49
White	55	51	50	56	72
Others	54	50	52	53	54
Total	1 282	1 221	1 303	1 355	1 461

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.
4. "Mixed" is not classified as an ethnicity.

Annex B

Number of non-Chinese speaking ethnic minority students by ethnicity studying at different grade levels in secondary schools from the 2014/15 to 2018/19 school years

S1	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	12	14	16	14	16
Filipino	266	273	239	249	228
Indian	220	218	199	228	237
Pakistani	559	599	521	591	608
Nepalese	249	249	262	230	232
Japanese	10	6	17	19	20
Thai	21	33	36	38	28
Korean	12	8	16	14	13
Other Asian	46	65	52	64	61
White	42	52	55	56	40
Others	70	91	88	123	129
Total	1 507	1 608	1 501	1 626	1 612

S2	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	11	12	15	21	15
Filipino	248	275	284	234	240
Indian	187	221	210	209	229
Pakistani	474	528	546	515	576
Nepalese	194	242	243	258	218
Japanese	12	10	7	13	18
Thai	17	19	31	42	35
Korean	8	11	9	13	16
Other Asian	35	30	54	42	48
White	33	33	44	45	42
Others	78	60	80	89	111
Total	1 297	1 441	1 523	1 481	1 548

S3	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	6	12	11	16	23
Filipino	254	259	277	294	241
Indian	232	184	221	215	217
Pakistani	505	484	509	590	501
Nepalese	229	199	238	245	261
Japanese	10	10	9	9	16
Thai	34	15	21	25	38
Korean	8	9	9	9	12
Other Asian	25	34	29	43	28
White	32	42	33	36	48
Others	75	75	64	87	96
Total	1 410	1 323	1 421	1 569	1 481

S4	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	9	8	12	12	16
Filipino	241	254	251	282	295
Indian	200	223	182	222	216
Pakistani	448	489	465	506	586
Nepalese	240	235	213	248	241
Japanese	13	12	9	8	7
Thai	11	29	12	17	24
Korean	7	5	9	10	5
Other Asian	24	25	37	35	47
White	31	48	36	33	39
Others	55	82	87	68	90
Total	1 279	1 410	1 313	1 441	1 566

S5	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	3	9	7	13	13
Filipino	242	221	243	233	260
Indian	192	196	204	168	210
Pakistani	382	401	460	416	458
Nepalese	201	209	210	182	217
Japanese	11	10	9	7	9
Thai	11	8	26	13	19
Korean	13	5	7	10	9
Other Asian	31	20	22	36	25
White	27	22	29	24	23
Others	40	48	65	71	53
Total	1 153	1 149	1 282	1 173	1 296

S6	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	6	2	11	6	11
Filipino	197	228	214	237	223
Indian	165	181	185	198	158
Pakistani	239	347	389	440	396
Nepalese	156	191	198	195	168
Japanese	10	9	8	10	6
Thai	13	11	8	23	10
Korean	9	12	5	5	10
Other Asian	20	31	19	20	30
White	15	21	20	24	21
Others	36	34	37	59	64
Total	866	1 067	1 094	1 217	1 097

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.
4. "Mixed" is not classified as an ethnicity.

Annex C

Number of non-Chinese speaking ethnic minority students by ethnicity studying in special schools from the 2014/15 to 2018/19 school years

2014/15	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	5	2
Filipino	2	2	6	32	2
Indian	1	1	1	25	0
Pakistani	1	11	20	81	0
Nepalese	0	2	5	33	1
Japanese	0	0	1	10	0
Thai	0	0	1	4	5
Korean	1	0	1	1	0
Other Asian	0	0	0	5	0
White	2	0	2	5	0
Others	0	1	2	11	4
Total	7	17	39	212	14

2015/16	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	6	2
Filipino	2	2	6	45	2
Indian	1	1	2	28	0
Pakistani	3	11	24	88	1
Nepalese	0	2	5	39	2
Japanese	0	0	1	11	0
Thai	0	0	1	4	5
Korean	1	0	1	1	0
Other Asian	0	0	0	7	0
White	4	0	2	5	1
Others	0	2	3	14	3
Total	11	18	45	248	16

2016/17	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	8	2
Filipino	2	2	5	47	2
Indian	1	0	1	25	0
Pakistani	4	11	21	97	3
Nepalese	0	2	5	38	0
Japanese	0	0	1	11	0
Thai	0	0	1	3	4
Korean	1	0	1	2	0
Other Asian	0	0	0	7	0
White	4	0	1	6	1
Others	0	2	3	17	4
Total	12	17	39	261	16

2017/18	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	11	2
Filipino	2	3	3	49	1
Indian	0	0	1	24	0
Pakistani	3	10	23	108	2
Nepalese	0	2	3	50	0
Japanese	0	0	0	12	0
Thai	0	0	1	3	0
Korean	0	0	1	2	0
Other Asian	0	0	0	7	0
White	3	0	0	6	0
Others	0	1	5	17	4
Total	8	16	37	289	9

2018/19	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	1	22	2
Filipino	2	3	3	51	4
Indian	0	0	0	11	0
Pakistani	2	7	22	113	2
Nepalese	0	1	4	55	1
Japanese	0	0	0	7	0
Thai	0	0	1	3	0
Korean	0	0	1	3	0
Other Asian	0	0	0	12	1
White	3	0	0	11	0
Others	0	1	6	12	3
Total	7	12	38	300	13

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.

Annex D

Number of ethnic minority students by ethnicity studying at different grade levels in kindergartens from the 2014/15 to 2018/19 school years

K1	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	27	25	39	49	38
Filipino	199	182	199	222	198
Indian	411	444	463	452	451
Pakistani	478	488	468	446	452
Nepalese	309	306	334	315	339
Japanese	315	312	282	268	268
Thai	36	21	34	47	37
Korean	113	116	105	110	120
Other Asian	168	151	125	139	130
White	1 208	1 271	1 189	1 198	1 202
Others	506	547	592	550	620
Total	3 770	3 863	3 830	3 796	3 855

K2	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	22	47	33	41	51
Filipino	242	223	191	233	206
Indian	392	432	473	487	448
Pakistani	503	513	539	507	468
Nepalese	315	335	316	342	334
Japanese	255	238	260	239	224
Thai	36	39	35	39	46
Korean	113	99	149	123	126
Other Asian	158	142	126	152	126
White	1 304	1 273	1 258	1 203	1 237
Others	500	527	604	600	695
Total	3 840	3 868	3 984	3 966	3 961

K3	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	27	25	31	42	45
Filipino	200	221	194	203	223
Indian	275	266	306	339	381
Pakistani	505	502	508	519	493
Nepalese	330	325	328	319	320
Japanese	202	206	196	220	185
Thai	32	20	38	36	36
Korean	58	46	56	71	73
Other Asian	103	93	87	115	97
White	733	676	804	778	867
Others	293	370	346	369	386
Total	2 758	2 750	2 894	3 011	3 106

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.
4. The above data cover both local and non-local kindergartens.
5. "Mixed" is not classified as an ethnicity.

Annex E

Number of kindergartens, public sector and Direct Subsidy Scheme primary and secondary schools, and special schools with non-Chinese speaking (NCS) students ranging from less than 10, 10 to 30, 31 to 50, 51 to 75, 76 to 90 and 91 or above from the 2014/15 to 2018/19 school years

	2014/15			
Number of NCS Students	Kindergarten	Primary	Secondary	Special
Less than 10	343	221	193	36
10 – 30	114	57	40	12
31 – 50	33	10	7	0
51 – 75	25	6	3	0
76 – 90	8	3	1	0
91 or above	34	24	23	0
	2015/16			
Number of NCS Students	Kindergarten	Primary	Secondary	Special
Less than 10	351	217	193	32
10 – 30	108	65	49	17
31 – 50	35	13	4	0
51 – 75	24	6	8	0
76 – 90	7	2	0	0
91 or above	35	26	25	0
	2016/17			
Number of NCS Students	Kindergarten	Primary	Secondary	Special
Less than 10	361	207	175	33
10 – 30	113	69	56	17
31 – 50	37	13	10	0
51 – 75	26	7	7	0
76 – 90	7	4	1	0
91 or above	35	25	25	0
	2017/18			
Number of NCS Students	Kindergarten	Primary	Secondary	Special
Less than 10	340	203	184	33
10 – 30	144	74	60	18
31 – 50	36	11	12	0
51 – 75	21	8	7	0
76 – 90	6	2	3	0
91 or above	36	27	25	0
	2018/19			
Number of NCS Students	Kindergarten	Primary	Secondary	Special
Less than 10	351	205	186	32
10 – 30	154	74	66	18
31 – 50	36	16	13	0
51 – 75	20	7	11	0
76 – 90	9	2	3	0
91 or above	37	28	22	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 and both local and non-local kindergartens.
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. Hospital school is not included in special schools due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0088)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the attendance of public examinations and other territory-wide examinations by students with special educational needs (SEN), please provide the information of the past 5 years (2014/15 to 2018/19 school years):

(a) among the students with SEN who attended the Hong Kong Diploma of Secondary Education Examination (HKDSE) in each school year, the number of students who applied for and were provided with the special examination arrangements, by category of SEN and category of special arrangements;

(b) the number of dropped out Secondary 4 and Secondary 5 students with SEN, and the number of students with SEN who have studied Secondary 6 but eventually did not enrol in the HKDSE or have enrolled in the HKDSE but were absent from the examination, by category of SEN and category of special arrangements;

(c) the Hong Kong Examinations and Assessment Authority's expenditure on making special examination arrangements for candidates in public examinations;

(d) details of various special examination arrangements currently made by mainstream schools for students with SEN sitting for the Pre-Secondary One Hong Kong Attainment Test and Territory-wide System Assessment, as well as the Education Bureau (EDB)'s expenditure on providing such special examination arrangements in the past 5 years; and

(e) the expenditure involved in the EDB's arrangements for payment of the examination fees for school candidates sitting for the 2019 HKDSE.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 38)

Reply:

(a) The number of students with special educational needs (SEN) applying for and with approval given for special examination arrangements in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 5 school years from 2014/15 to 2018/19, set out by type of SEN and special examination arrangements is at Appendix.

(b) In the 2014/15 to 2017/18 school years, about 410, 470, 470 and 610 students with SEN were reported to have left school after completing Secondary 4 (S4) or Secondary 5 (S5). According to the information provided by schools, these students left school mainly to attend full-time or part-time courses run by the Vocational Training Council, join apprenticeship schemes or receive pre-employment vocational training, continue their studies in local private schools or pursue overseas studies. With the implementation of the new senior secondary curriculum and the diversified articulation to different pathways for lifelong learning, all students, including those with different types of SEN, will consider a variety of factors, such as one's own academic/vocational/career/life aspirations, interests, aptitudes and educational needs, in order to make an informed choice about their exit pathway. We note an increase in the number of students with SEN that left school after completing S4 or S5 in the 2017/18 school year. Apart from the increase in the overall number of students with SEN, it is believed that these students may have pursued other developments according to their own needs. Providing a breakdown of S4 and S5 students who left school by type of SEN and special examination arrangements is practically not meaningful.

We do not maintain information on the number of S6 students with SEN who do not enrol in the HKDSE Examination. The number of absentees with SEN by SEN type is only available since the 2015 HKDSE Examination and is set out as follows:

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2015	HKDSE	0	0	0	1	0	2	3
2016	HKDSE	1	0	2	2	8	16	29
2017	HKDSE	3	1	0	0	7	10	21
2018	HKDSE	2	0	2	1	7	14	26

(c) The expenditure incurred by the Hong Kong Examinations and Assessment Authority (HKEAA) on the provision of special examination arrangements for HKDSE Examination in the past 5 years is as follows:

School Year	Expenditure ($ million)
2014/15	10.7
2015/16	12.1
2016/17	14.6
2017/18	14.7
2018/19	16.9*

Note: The HKEAA's financial year runs from 1 September of a year to 31 August of the following year.

* Projection based on the resources required in handling an increase in the number of candidates with SEN and the complexity for special examination arrangements, and with reference to the actual expenditure between September 2018 and January 2019.

(d) For the Pre-Secondary One Hong Kong Attainment Test, the Education Bureau (EDB) provides a prescribed form for primary schools to indicate the needs of their students with SEN and the necessary support that they recommend for these students. The completed form is to be forwarded by Primary 6 students/their parents to the secondary schools which have offered them a school place, so that the secondary schools will provide special arrangements accordingly. The special arrangements required mainly include extending the duration of tests, allowing exemption of listening test and making special seating arrangements. If necessary, secondary schools may request the EDB's assistance, such as provision of enlarged question and answer booklets. The EDB incurred a total expenditure of around $700,000 for this purpose in the past 5 school years from 2014/15 to 2018/19.

The special assessment arrangements for the Territory-wide System Assessment (TSA) is as follows:

Schools may select special assessment arrangements for students with SEN according to their needs.

I) Oral and Chinese audio-visual assessments (Primary Schools)

Chinese and English Language oral assessments and Chinese audio-visual assessments for primary schools are conducted on a sampling basis. Under normal circumstances, students with SEN would not be included in the Student Sample List. Schools may request in writing to put any students with SEN in the pool for random selection. No special arrangements will be provided for students with SEN who are selected for assessment.

II) Written assessments

Schools may adopt their internal assessment modes or methods in selecting special assessment arrangements for students with SEN participating in TSA. These assessment arrangements include allowing students to take assessments separately; extending assessment duration; and providing auxiliary facilities and equipment (e.g. typewriter or magnifier for students with visual impairment), Braille scripts, enlarged scripts, question papers with single-page printing, coloured question papers (e.g. ivory or green) as well as A3 question-answer booklets. Students may use screen readers and other answering methods (e.g. typing answers on computer). Other ways of presenting questions, such as reading aloud questions for students with severe reading difficulties sitting for Listening and Writing papers, may also be adopted.

The expenditure on the provision of special examination arrangements for TSA in the past 5 years is as follows:

School Year	Expenditure ($ million)
2014/15	0.13
2015/16	0.09
2016/17	0.16
2017/18	0.14
2018/19	0.16 *

Note: The HKEAA's financial year runs from 1 September of a year to 31 August of the following year.

* Projected figure

(e) As at the end of February 2019, the expenditure on payment of examination fees for school candidates sitting for the 2019 HKDSE Examination is around $146.8 million^.

^ The final total expenditure may vary if individual school candidates subsequently change the number of subject entries or withdraw from the examination.

Appendix

Number of Students Applying for Special Examination Arrangements in the HKDSE Examination from the 2014/15 to 2018/19 School Years# (by SEN type)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE	115	56	269	128	881	598	2 047
2017	HKDSE	122	58	283	145	1 064	770	2 442
2018	HKDSE	101	55	278	162	1 166	904	2 666
2019	HKDSE *	92	46	219	216	1 318	1 176	3 067

Number of Students Applying for Special Examination Arrangements in the HKDSE Examination from the 2014/15 to 2018/19 School Years# (by Type 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 Word Processor	Use of Screen Reader	Speech-to-text Software
2015	HKDSE	1 689^	1 271	9	98	1	151	89	2	24	95	N/A
2016	HKDSE	2 002^	1 624	9	79	2	150	82	8	29	127	N/A
2017	HKDSE	2 404^	1 973	7	78	0	160	82	4	17	170	144
2018	HKDSE	2 619^	2 123	4	76	0	169	76	2	12	194	171
2019	HKDSE*	3 024^	2 447	3	89	5	175	81	3	11	223	226

\# Statistics on the number of candidates whose applications have been approved; the number of unsuccessful or opt-out applicants are excluded.

* Figures as at March 2019

^ Including both written and oral examinations

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0089)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. To promote the healthy and sustainable development of the self-financing post-secondary sector, the Government has implemented a series of measures to enhance the quality of the sector. Please inform this Committee of the amount of public funds spent on each of the following programmes in the past five years (2014/15 to 2018/19):
   (a) Land Grant Scheme;
   (b) Start-up Loan Scheme;
   (c) Quality Enhancement Grant Scheme;
   (d) Self-financing Post-secondary Education Fund;
   (e) Qualifications Framework Support Schemes and Qualifications Framework Fund;
   (f) Matching Grant Scheme;
   (g) Research Endowment Fund; and
   (h) Means-tested and non-means-tested financial assistance for students in the self-financing postsecondary sectors

2. Please provide in detail the numbers of loan applications and approvals, as well as the amount and repayment date for each approved loan under the Start-up Loan Scheme in the past 5 years (2014/15 to 2018/19).

3. Will the Education Bureau provide any one-off financial assistance to or policy support for self-financing institutions in 2019/20? If yes, what are the details involved and the amount of funding available for each funding scheme? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 39)

Reply:

1(a) Under the Land Grant Scheme, land sites and vacant Government premises are allocated at nominal premium and leased at nominal rent respectively to

non-profit-making institutions for operation of full-time and/or part-time locally-accredited self-financing post-secondary programmes. From the 2014/15 to 2018/19 academic years, 1 land site and 1 vacant Government premises were allocated.

1(b) Under the Start-up Loan Scheme (SLS), interest-free loans are provided for non-profit-making self-financing post-secondary institutions to develop new college premises, reprovision existing premises operating in sub-optimal environment, and/or provide or enhance teaching and other ancillary facilities. The loan disbursement from the 2014/15 to 2018/19 academic years is as follows –

Academic Year	**Amount of Loans Distributed under SLS ($ million)**
2014/15	902.7
2015/16	295.3
2016/17	93
2017/18	187.5
2018/19	313.1 (Estimate)
Total	**1,791.6**

1(c) The Quality Enhancement Grant Scheme (QEGS) was implemented from the 2008/09 to 2010/11 academic years. A total of $99.4 million was provided for 65 projects dedicated to enhancing the quality of teaching and learning of self-financing post-secondary programmes. Having regard to the success of the QEGS, the Quality Enhancement Support Scheme (QESS) under the Self-financing Post-secondary Education Fund (SPEF) was launched in November 2012 to continue supporting the enhancement of teaching and learning quality (see 1(d) below for details).

1(d) SPEF has been set up since the 2011/12 academic year as an endowment fund to support the quality and healthy development of the self-financing sector and further enhance Hong Kong's status as a regional education hub. SPEF provides scholarships for outstanding students of full-time locally-accredited self-financing sub-degree and undergraduate programmes under the Self-financing Post-secondary Scholarship Scheme (SPSS) as well as supports quality enhancement projects by institutions under QESS.

The amount of scholarships and awards given out under SPSS and grants approved under QESS from the 2014/15 to 2018/19 academic years are set out as follows –

Academic Year	**Amount of Scholarships and Awards given out under SPSS ($ million)**	**Amount of Grants Approved under QESS ($ million)**
2014/15	71.7	41.6
2015/16	76.8	47.6
2016/17	79.9	22.6
2017/18	83.4	26.8
2018/19	83.6 (Estimate)	Note

Note: The 2018/19 round of applications is being processed.

1(e) The Qualifications Framework (QF) Fund was established on 1 September 2014 to provide a steady source of income to support the sustainable development and implementation of QF. Since it takes time for the QF Fund to generate and accumulate investment income to meet the funding requirements, in the interim before 2017, we had been deploying funds out of the approved commitment for Qualifications Framework Support Schemes (QFSS) for meeting the cash flow requirements of the initiatives under the QF Fund. The approved commitment for QFSS was nearly exhausted in 2017, and we have since been using the investment income generated from the principal of the QF Fund to meet the funding requirements of various initiatives. The amount of subsidies disbursed under the approved commitment for QFSS or the QF Fund from 2014-15 to 2018-19 is as follows–

Financial Year	**Amount of Subsidies Disbursed under the QFSS or QF Fund ($ million)**
2014-15	22.5
2015-16	40.0
2016-17	50.5
2017-18	42.6
2018-19 (as at end of February 2019)	49.7
Total	**205.3**

1(f) The Government has launched 7 rounds of Matching Grant Scheme since 2003 to help the higher education sector diversify its funding sources. Under the sixth Matching Grant Scheme, which ran from August 2012 to July 2014, a total of $385 million was granted to self-financing operations of publicly-funded institutions, statutory post-secondary institutions and approved post-secondary colleges. The seventh Matching Grant Scheme was launched in August 2017 with a commitment of up to $500 million over two years for application by qualified local self-financing degree-awarding institutions (namely The Open University of Hong Kong, the Technological and Higher Education Institute under the Vocational Training Council, and all approved post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320)). As at February 2019, a total of some $454 million was granted to qualified institutions under the Scheme.

1(g) The Research Grants Council (RGC) launched the Competitive Research Funding Schemes for the Local Self-financing Degree Sector in December 2013. The funding awarded each year by the Research Endowment Fund from the 2014/15 to 2018/19 academic years is as follows–

Academic Year	**Amount Awarded ($ million)**
2014/15	103.0
2015/16	86.3
2016/17	82.9
2017/18	53.8
2018/19	37.7
Total[Note]	**363.8**

Note: Figures may not add up to the total due to rounding.

1(h) The Financial Assistance Scheme for Post-secondary Students (FASP) provides means-tested grants and/or loans to eligible full-time students pursuing locally-accredited, self-financing post-secondary education programmes at sub-degree or degree level. The Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) provides non-means-tested loans to students pursuing programmes covered under the FASP. The amounts of assistance disbursed under the two schemes from the 2014/15 to 2018/19 academic years are as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
FASP					
Amount of grants disbursed ($ million)	1,106	1,106	1,049	877	620
Amount of loans disbursed ($ million)	200	180	180	168	115
Total amount of assistance disbursed ($ million)#	1,307	1,286	1,229	1,045	735
NLSPS					
Amount of loans disbursed ($ million)	708	792	828	702	539
Total ($ million)#	**2,015**	**2,078**	**2,057**	**1,747**	**1,274**

* As at 31 January 2019.

Figures may not add up to the corresponding total due to rounding.

The Government launched the Study Subsidy Scheme for Designated Professions/Sectors and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong in the 2015/16 and 2017/18 academic years respectively to subsidise students pursuing full-time locally-accredited self-financing undergraduate programmes. The amount of subsidies disbursed under the two schemes from the 2015/16 to 2018/19 academic years is as follows –

Academic Year	**Amount of Subsidies ($ million)**
Study Subsidy Scheme for Designated Professions/Sectors	
2015/16	60.0
2016/17	122.5
2017/18	185.9
2018/19 (as at 28 February 2019)	469.7
Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	
2017/18	606.0
2018/19 (as at 28 February 2019)	503.2

2. From the 2014/15 to 2018/19 academic years, a total of 12 start-up loan applications were received under SLS. Among them, 10 applications were not processed further as the institutions concerned did not successfully apply under the Land Grant Scheme for the land sites or vacant Government premises on which the construction or renovation projects needed to be financed; or the applications were withdrawn by the institutions concerned. At last, 2 applications were approved with a total loan amount of $650 million. The details of the 2 approved loans are set out below –

Academic Year	**Successful Applicant**	**Loan Amount ($ million)**	**Date of Final Loan Repayment** Note
2014/15	Chu Hai College of Higher Education	250	April 2028
2015/16	The Open University of Hong Kong	400	Subject to the date of the final drawdown
	Total	**650**	

Note: Loans granted under the SLS should be repaid by equal instalments over 10 years from the date of the final drawdown, save for cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years.

3. The Task Force on Review of Self-financing Post-secondary Education submitted its review report to the Government on 27 December 2018. Recommendations include the provision of financial and policy support to self-financing post-secondary institutions. The Government is studying the report and its recommendations in detail, and will announce its study findings in due course.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0090)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective amounts of funding allocated to the universities, the Education University of Hong Kong, 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 2015-16 to 2019-20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 40)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out in the **Annex**.

Annex

	Financial Provision					Unit Cost				
	2015-16 Actual	**2016-17 Actual**	**2017-18 Actual**	**2018-19 Revised Estimate**	**2019-20 Estimate**	**2015-16 Actual**	**2016-17 Actual**	**2017-18 Actual**	**2018-19 Revised Estimate**	**2019-20 Estimate**
	$ million	$ million	$ million	$ million	$ million	$	$	$	$	$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme[1]	2,973	3,209	1,142	37	21	N/A	N/A	N/A	N/A	N/A
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme[2]	N/A	211	3,903	6,041	6,275	N/A	N/A	N/A	45,100	47,310
Government primary schools[3]	1,092	1,167	1,255	1,387	1,457	63,116	66,631	70,129	76,240	79,590
Aided primary schools	13,611	14,565	15,715	17,205	18,678	55,123	57,417	59,763	63,200	67,500
English Schools Foundation Junior Schools	119	109	92	75	59	21,133	21,494	22,249	23,470	25,710
Primary schools under the Direct Subsidy Scheme	803	845	908	962	1,048	52,919	54,850	58,287	61,290	66,300
Government secondary schools[3]	1,508	1,564	1,605	1,693	1,762	73,787	78,872	82,132	87,600	91,550
Aided secondary schools	20,134	20,798	21,354	22,468	23,815	68,703	75,360	80,457	86,820	93,420
Caput schools	95	96	97	100	110	67,921	72,910	76,037	80,960	91,320
English Schools Foundation Secondary Schools	171	172	172	172	173	29,098	29,187	29,219	29,280	29,410
Secondary schools under the Direct Subsidy Scheme	2,861	2,992	3,129	3,247	3,536	59,401	63,534	67,694	71,060	76,740
Aided special schools	2,190	2,293	2,463	2,713	2,959	247,036	259,728	277,256	302,450	324,710
Vocational Training Council[4]										
- Higher technician/technician level	2,303	2,456	2,523	2,665	2,737	87,300	89,200	93,800	99,800	100,000
- Craft level						75,200	77,000	82,900	88,300	88,700
University Grants Committee-funded Universities (including the Education University of Hong Kong)[5]	17,465	18,495	18,882	19,664	20,102	243,075	248,345	250,531	256,160	306,460

There is no direct government funding allocated to the adult education providers. Students taking courses under 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 Working Family and Student Financial Assistance Agency.

Notes

1. Calculation of unit cost is not applicable to this item as part of the financial provision is used for subsidising students to pay school fees to kindergartens under the Pre-primary Education Voucher Scheme (PEVS), but not for granting subventions to the kindergartens. Besides, the PEVS is gradually replaced by the Kindergarten Education Scheme (KG Scheme) starting from the 2017/18 school year.

2. The financial provision covers subventions to non-profit-making kindergartens and kindergarten-cum-child care centres under the KG Scheme, including a one-off start-up grant provided to participating kindergartens in the 2016/17 school year. As the annual expenditure of the KG Scheme can only be fully reflected in 2018-19, unit cost is calculated starting from that financial year.

3. 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.

4. The financial provision for the Vocational Training Council (VTC) covers the vocational and professional education and training courses offered by the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College and other training institutes of VTC. The unit costs are calculated on an academic year and a full-time-equivalent basis.

5. Subventions to individual universities under Head 190 University Grants Committee are as follows:

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Revised Estimate	2019-20 Estimate
	$ million	$ million	$ million	$ million	$ million
City University of Hong Kong	2,215	2,409	2,421	2,540	2,600
Hong Kong Baptist University	1,101	1,171	1,209	1,252	1,276
Lingnan University	413	430	422	442	441
The Chinese University of Hong Kong	4,023	4,151	4,192	4,368	4,440
The Education University of Hong Kong	741	847	880	910	932
The Hong Kong Polytechnic University	2,739	2,968	3,097	3,217	3,304
The Hong Kong University of Science and Technology	2,112	2,245	2,311	2,430	2,500
The University of Hong Kong	4,121	4,275	4,349	4,504	4,609
Total*	17,465	18,495	18,882	19,664	20,102

**Figures may not add up to the total due to rounding.*

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 unit cost for 2019/20 estimate is calculated based on the approved student number targets and does not assume over-enrolment, whereas the unit cost for the years 2015/16 to 2018/19 is calculated based on the actual student number with over-enrolment, hence higher unit cost in 2019/20. In practice, universities do over-enroll, in particular to take in non-local students who are on top of the approved student number targets.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0091)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the following information with regard to higher education, secondary education, primary education, pre-primary education, special education and vocational education for 2015/16 to 2019/20:

(a) items of one-off allocation under the General Revenue Account (GRA) and the amount involved;

(b) items of non-recurrent grants/capital subventions under the GRA and the amount involved; and

(c) funds under the management of the Education Bureau and the amount of injection and operating cost of each fund.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 41)

Reply:

(a) The one-off injections into the various funds under the General Revenue Account (GRA) are:

	Particulars	Area of Education	Amount involved $ million
2015-16	Injection for setting up the Qualifications Framework Fund	Post-secondary, Vocational and Professional Education	1,000
2016-17	Injection for setting up the Gifted Education Fund	Other Educational Subsidies	800
2017-18	Injection into the Qualifications Framework Fund	Post-secondary, Vocational and Professional Education	1,200
2018-19	Injection for setting up the Student Activities Support Fund	Other Educational Subsidies	2,500
	Injection into the HKSAR Government Scholarship Fund	Post-secondary, Vocational and Professional Education	800
	Injection into the Gifted Education Fund	Other Educational Subsidies	800

There is no item of fund injection in the 2019-20 Estimate.

(b) The non-recurrent grants/capital subventions items under GRA with significant cashflow in the years concerned and by education level are:

	2015-16 Actual $ million	2016-17 Actual $ million	2017-18 Actual $ million	2018-19 Revised Estimate $ million	2019-20 Estimate $ million
Post-secondary, Vocational and Professional Education					
- Yi Jin Diploma	98.4	88.8	85.0	86.6	88.0
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	-	7.3	26.7	36.0	78.5
- Acquisition of furniture and equipment and information technology systems in the Vocational Training Council (VTC)	57.7	45.3	60.9	68.9	61.1

	2015-16 Actual $ million	2016-17 Actual $ million	2017-18 Actual $ million	2018-19 Revised Estimate $ million	2019-20 Estimate $ million
- Grant to VTC for implementing the Pilot Training and Support Scheme	6.6	43.8	59.2	68.6	54.8
- Seventh Matching Grant Scheme for the self-financing post-secondary education sector	-	-	313.4	150.0	36.6
- Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	-	-	-	-	36.0
- Scholarship Scheme for Studying Outside Hong Kong	20.6	32.3	46.0	55.8	35.4
- Mainland University Study Subsidy Scheme	5.9	8.5	8.9	7.1	4.1
- Qualifications Framework Support Schemes	40.0	50.5	22.2	-	-
- Study Subsidy Scheme for Designated Professions/Sectors	61.3	124.1	186.3	-	-
- Pilot Mainland Experience Scheme for Post-secondary Students	7.6	20.1	-	-	-

	2015-16 Actual $ million	2016-17 Actual $ million	2017-18 Actual $ million	2018-19 Revised Estimate $ million	2019-20 Estimate $ million
Secondary Education					
- Maintenance, repairs and minor improvement projects in secondary schools	364.9	384.8	419.3	614.5	586.3
- Provision of a non-recurrent grant to support non-Chinese speaking students to learn Chinese history and culture	-	-	-	-	28.4
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	-	-	28.2
- One-off grant for the promotion of Chinese history and culture	-	-	63.2	1.5	1.9
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	-	84.4	1.6	3.0	1.5
- Implementation of the Fourth Strategy on Information Technology in Education	20.4	11.9	8.3	0.7	0.9
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	23.6	47.4	3.6	-

	2015-16 Actual $ million	2016-17 Actual $ million	2017-18 Actual $ million	2018-19 Revised Estimate $ million	2019-20 Estimate $ million
Primary Education					
- Maintenance, repairs and minor improvement projects in primary schools	324.5	396.5	418.1	516.3	561.9
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	-	-	17.0
- One-off grant for the promotion of Chinese history and culture	-	-	44.3	1.8	1.7
- Implementation of the Fourth Strategy on Information Technology in Education	18.3	14.7	7.9	0.8	0.9
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	24.4	48.4	2.1	-
Special Education					
- Maintenance, repairs and minor improvement projects in special schools	42.0	45.1	52.9	98.3	73.3
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	-	-	0.8
- Provision of a non-recurrent grant to support non-Chinese speaking students to learn Chinese history and culture	-	-	-	-	0.6
- One-off grant for the promotion of Chinese history and culture	-	-	9.0	-	0.2

	2015-16 Actual $ million	2016-17 Actual $ million	2017-18 Actual $ million	2018-19 Revised Estimate $ million	2019-20 Estimate $ million
- Implementation of the Fourth Strategy on Information Technology in Education	1.9	1.4	0.7	0.1	0.1
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	2.4	4.6	-	-
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	-	6.2	0.2	-	-
Pre-primary Education					
- One-off start-up grant for kindergartens joining the Kindergarten Education Scheme	-	210.8	0.7	-	-

(c) Currently, there are 9 funds under the management of Education Bureau (EDB), including the Language Fund, Quality Education Fund, Education Development Fund, HKSAR Government Scholarship Fund, Research Endowment Fund, Self-financing Post-secondary Education Fund, Qualifications Framework Fund, Gifted Education Fund and Student Activities Support Fund.

The amount of injection into the funds and the operating expenses directly covered by the funds are set out in **Annex**. The Government also provides secretariat services and investment support to the funds. The relevant expenditures are subsumed under the operational expenses of EDB and other concerned departments, and cannot be separately identified.

Annex

Funds under the management of EDB

Name of Fund	School Year	Amount of Injection $ million	Operating Expenses Directly Covered by the Fund[(1)] $ million
Language Fund	2015/16	-	-
	2016/17	-	-
	2017/18	-	-
	2018/19	-	-
	2019/20	-	-
Quality Education Fund	2015/16	-	53.0
	2016/17	-	49.5
	2017/18	-	55.7
	2018/19	-	55.7
	2019/20	-	55.7
Education Development Fund[(2)]	2015/16	-	-
	2016/17	-	-
	2017/18	-	-
	2018/19	-	-
HKSAR Government Scholarship Fund	2015/16	-	6.2
	2016/17	-	6.0
	2017/18	-	6.3
	2018/19	800	6.6
	2019/20	-	6.9
Research Endowment Fund[(3)]	2015/16	-	-
	2016/17	-	-
	2017/18	3,000	-
	2018/19	-	-
	2019/20	20,000	-

Name of Fund	School Year	Amount of Injection $ million	Operating Expenses Directly Covered by the Fund[(1)] $ million
Self-financing Post-secondary Education Fund	2015/16	-	8.6
	2016/17	-	9.7
	2017/18	-	10.7
	2018/19	-	10.7
	2019/20	-	10.7
Qualifications Framework Fund	2015/16	1,000	-
	2016/17	-	-
	2017/18	1,200	-
	2018/19	-	-
	2019/20	-	-
Gifted Education Fund[(4)]	2016/17	800	-
	2017/18	-	-
	2018/19	800	-
	2019/20	-	-
Student Activities Support Fund[(5)]	2018/19	2,500	-
	2019/20	-	-

Notes

(1) The operating expenses directly covered by the funds for the 2015/16 to 2017/18 school years are extracted from the audited financial statements of the respective school years. Figures for the 2018/19 and 2019/20 school years are estimated expenditures. The Government also provides secretariat services and investment support to the funds. The relevant expenditures are subsumed under the operational expenses of EDB and other concerned departments, and cannot be separately identified.

(2) The Education Development Fund will close at the end of the 2018/19 school year.

(3) The injection into the Research Endowment Fund is covered by Head 190 - University Grants Committee under the GRA. The University Grants Committee plans to inject $20 billion into the Research Endowment Fund in the 2019-20 financial year.

(4) The Gifted Education Fund was set up in 2016.

(5) The Student Activities Support Fund was set up in 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0092)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. From the 2014/15 to 2018/19 academic years, how many non-local programmes were registered or exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance? How many institutions and countries are involved?

2. From the 2014/15 to 2018/19 academic years, how many non-local programmes that were previously registered or exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance became disqualified? How many institutions and countries are involved?

3. From the 2014/15 to 2018/19 academic years, how many complaints were received by the Education Bureau in respect of the Non-local Higher and Professional Education (Regulation) Ordinance? How many of them were substantiated? What follow-up actions were taken?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 42)

Reply:

1. The numbers of non-local programmes registered and exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) ("the Ordinance"), and non-local institutions and countries/regions concerned from the 2014/15 to 2018/19 academic years are set out below:

	Academic Year									
	2014/15		2015/16		2016/17		2017/18		2018/19 [Note 1]	
	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes
Number of Registered/ Exempted Programmes (as at 31 August)	450	727	444	701	451	692	440	714	470[Note 1]	734[Note 1]
Number of Non-local Institutions [Note 2]	118	93	114	92	118	83	117	86	121	86
Number of Countries/Regions	11	7	12	6	13	6	13	7	13	7

Note 1: Information as at 28 February 2019.

Note 2: Some non-local institutions provide both registered programmes and exempted programmes in Hong Kong. After deducting the double counting of those non-local institutions which provide both two types of programmes aforementioned, the numbers of non-local institutions which provide non-local programmes registered or exempted from registration under the Ordinance from the 2014/15 to 2018/19 academic years were 185, 183, 177, 184 and 186 respectively.

2. The numbers of non-local programmes having registration/exemption from registration cancelled under the Ordinance, and non-local institutions and countries/regions concerned from the 2014/15 to 2018/19 academic years are set out below:

	Academic Year									
	2014/15		2015/16		2016/17		2017/18		2018/19 [Note 1]	
	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes
Number of Cancelled Programmes [Note 2]	65	38	53	58	49	47	50	19	2	5
Number of Non-local Institutions	32	14	30	19	25	20	31	9	1	3
Number of Countries/Regions	7	3	5	3	7	4	5	3	1	1

Note 1: Information as at 28 February 2019.

Note 2: In the 2016/17, 2017/18 and 2018/19 academic years, the EDB proposed to cancel the registration of 2, 7 and 2 programmes respectively. The respective reasons were:

(i) the non-local institutions were no longer recognised in the relevant countries;

(ii) there were no programmes conducted in the countries where the non-local institutions mainly operated which led to the same qualifications, hence the standards of the programmes were unable to be maintained at a level comparable with the programmes conducted in the relevant countries leading to the same qualifications;

(iii) the operator ceased conducting the programme in Hong Kong;

(iv) the operator did not lodge with the Registrar of Non-local Higher and Professional Education Courses ("the Registrar") a new undertaking given by a person who met the relevant requirements for the replacement of the designated

person, within the period specified in the notice given by the Registrar under the Ordinance requiring the replacement of the designated person; and
(v) the operator failed to send to the Registrar the annual return of the programme as required by the Ordinance.

Apart from the 11 cases mentioned above, the requests for cancellation of registration of the other programmes were put forward by the operators or non-local institutions.

3. The numbers of complaints received concerning the Ordinance and the results of investigation and follow-up actions are listed below:

	Academic Year									
	2014/15		2015/16		2016/17		2017/18		2018/19 Note 1	
Number of complaints received	4		4		1		2		2	
Results and follow-up actions	Number of cases	Results and Actions Note 2	Number of cases	Results and Actions Note 2	Number of cases	Results and Actions Note 2	Number of cases	Results and Actions Note 2	Number of cases	Results and Actions Note 2
	2	A	1	C	1	D	1	B	2	B
	1	B	2	D			1	C		
	1	D	1	E						

Note 1: Information as at 28 February 2019.
Note 2: Explanations to the classifications are as follows:

A: The complaints were found substantiated and the operators concerned were issued with reminders to comply with the necessary requirements.
B: The complaints were found not substantiated.
C: The complainants withdrew the complaints or could not be contacted for necessary information.
D: The complainants were informed that the complaints had been referred to enforcement departments for follow-up.
E: The complaint concerned a case that happened about 10 years ago. Since the prosecution time limit as stated under the Ordinance had expired, no action could be taken.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0093)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the installation of wireless internet (WiFi) facilities at schools, please provide the information of the following between the 2014/15 and 2018/19 school years:

(1) the number and percentage of schools equipped with WiFi facilities by school type (primary, secondary and special schools);

(2) the number of schools subsidised by the Government to install WiFi facilities and the public funds involved; and

(3) the programmes that subsidise students' internet access, and the amount of subsidies and the number of beneficiaries involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 45)

Reply:

(1) and (2)

We have no information on the number of schools which have enhanced their WiFi infrastructure using their own funds. As at February 2019, 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project launched in early 2014, and 883 schools under the WiFi-900 project of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015 have completed the enhancement of WiFi infrastructure. The breakdown on these 983 schools by school type is as follows –

School type	Number and percentage of schools with enhanced WiFi infrastructure	Total number of schools
Government primary	34 (100.0%)	34
Government secondary	31 (100.0%)	31
Aided primary	442 (99.8%)	443
Aided secondary	418 (99.5%)	420
Aided special	58 (96.7%)	60
Total	**983 (99.5%)**	**988**

Note: Aided schools also include local schools under the Direct Subsidy Scheme and Caput Schools.

The remaining 0.5% of (totally 5) schools have not completed the enhancement of their WiFi infrastructure due to special circumstances such as relocation/redevelopment of school premises, and commencement of school operation in or after the 2017/18 school year. 3 of them have opted to join the WiFi-900 project in the 2018/19 school year, and 2 have opted to join in the 2019/20 school year. Schools joining the WiFi-900 project in the 2018/19 school year have received the related funds and are expected to complete the works within the 2018/19 school year.

We have been providing all public sector schools with an annual recurrent Composite Information Technology Grant at amounts ranging from $202,679 to $697,086, depending on the school type and the number of classes. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education, including the installation of WiFi equipment in schools.

The WiFi-100 project launched in early 2014 and the WiFi-900 project under the ITE4 launched in August 2015 involve a non-recurrent expenditure of $123 million.

(3)

Under the Subsidy Scheme for Internet Access Charges, the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency and the Social Welfare Department (SWD) disburse the internet access subsidies to eligible families to facilitate internet learning at home by needy students. The subsidy is disbursed on a household basis.

The numbers of beneficiary families and the amounts of subsidies disbursed from the 2014/15 to 2018/19 school years are tabulated below:

	2014/15 School Year	**2015/16 School Year**	**2016/17 School Year**	**2017/18 School Year**	**2018/19 School Year (as at 31 January 2019)**
(i) Disbursed by the SWD					
Number of beneficiary families	48 408	45 305	41 954	39 134	34 357
Amount of subsidies ($million)	62.7	58.7	58.5	54.7	51.5
(ii) Disbursed by the SFO					
Number of beneficiary families	154 512	147 647	133 711	130 409	128 792
Amount of subsidies ($million)	161.0	155.0	152.0	148.1	155.2
(iii) Total					
Total number of beneficiary families	202 920	192 952	175 665	169 543	163 149
Total amount of subsidies ($million)	223.7	213.7	210.5	202.8	206.7

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0094)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the school coach services, please advise this Committee of the following:

(1) concerning the facilities at the land-based boundary control points used by cross-boundary students, the number of cross-boundary students and the number of school coaches that carry cross-boundary students using various land-based boundary control points in the past 5 school years, with a breakdown by school type (kindergarten (including child care centre), primary school, secondary school and special school), class level and district; and

(2) the number of accidents and casualties involving students and those providing school coach services within or near school campuses in each of the past 5 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 46)

Reply:

(1) The number of cross-boundary students (CBS) and local/cross-boundary school coaches using various land-based boundary control points, with a breakdown by kindergarten, primary school, secondary school and special school, from the 2014/15 to 2018/19 school years is as follows:

Control Point (CP)	School Year	Number of CBS					Number of Local/Cross-boundary School Coaches Carrying CBS		
		Kindergarten (including kindergarten-cum-child care centre)	Primary School	Secondary School	Special School	Sub-total	Kindergarten (including kindergarten-cum-child care centre), Primary School and Special School	Secondary School	Sub-total
Shenzhen Bay Control Point (SZB CP)	2014/15	3 575	2 978	181	3	6 737	116	NA	116
	2015/16	3 598	3 999	187	16	7 800	130	NA	130
	2016/17	2 441	5 090	240	12	7 783	124	NA	124
	2017/18	1 150	5 551	385	12	7 098	103	NA	103
	2018/19	223	5 696	824	14	6 757	71	NA	71
Lok Ma Chau Control Point (LMC CP)	2014/15	393	550	119	0	1 062	19	NA	19
	2015/16	539	896	135	3	1 573	23	NA	23
	2016/17	440	1 088	137	0	1 665	37	NA	37
	2017/18	375	1 652	183	6	2 216	39	NA	39
	2018/19	64	1 505	205	0	1 774	33	NA	33
Man Kam To Control Point (MKT CP)	2014/15	323	1 004	70	0	1 397	26	NA	26
	2015/16	482	1 260	84	0	1 826	40	NA	40
	2016/17	510	1 718	110	0	2 338	42	NA	42
	2017/18	342	1 980	135	0	2 457	42	NA	42
	2018/19	175	2 132	163	2	2 472	42	NA	42
Sha Tau Kok Control Point (STK CP)	2014/15	445	688	150	5	1 288	9	NA	9
	2015/16	445	752	173	4	1 374	12	NA	12
	2016/17	402	785	113	4	1 304	16	NA	16
	2017/18	237	843	146	3	1 229	18	NA	18
	2018/19	165	802	192	2	1 161	18	NA	18
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2014/15	3 997	4 073	923	28	9 021	46	NA	46
	2015/16	3 796	4 850	1 068	38	9 752	47	NA	47
	2016/17	2 777	5 668	1 197	51	9 693	47	NA	47
	2017/18	1 593	5 786	1 413	62	8 854	47	NA	47
	2018/19	879	6 296	1 954	64	9 193	46	NA	46
Lo Wu Control Point (LW CP)	2014/15	1 631	2 437	1 386	31	5 485	34	NA	34
	2015/16	1 547	2 733	1 467	34	5 781	34	NA	34
	2016/17	1 276	3 020	1 533	47	5 876	36	NA	36
	2017/18	913	3 289	1 797	56	6 055	35	NA	35
	2018/19	525	3 655	2 206	43	6 429	34	NA	34

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) 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, Tung Chung and Wong Tai Sin districts.

(3) The Hong Kong-Zhuhai-Macao Bridge (HZMB) was not yet open to traffic when the survey of the 2018/19 school year was conducted, and hence these figures do not include the number of CBS and cross-boundary school coaches using the HZMB Hong Kong Port.

(4) 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.

(5) Local/cross-boundary school coach services are intended for CBS attending kindergartens and primary schools only. These coaches are allowed to carry eligible CBS from kindergartens and primary schools at the same time.

The number of CBS using various land-based boundary control points, with a breakdown by class level, from the 2014/15 to 2018/19 school years is as follows:

Control Point (CP)	Class Level	Number of CBS				
		2014/15	2015/16	2016/17	2017/18	2018/19
Shenzhen Bay Control Point	K1	1 237	1 025	152	40	37
	K2	1 262	1 321	1 010	150	42
	K3	1 076	1 252	1 279	960	144
	P1	1 230	1 268	1 341	1 071	768
	P2	851	1 144	1 173	1 153	1 001
	P3	521	803	1 100	1 077	1 090
	P4	227	521	785	1 050	1 051
	P5	90	197	493	737	1 025
	P6	61	80	210	475	772
	S1	57	44	77	181	464
	S2	34	43	49	75	185
	S3	26	31	34	49	71
	S4	31	29	37	35	48
	S5	24	24	22	26	34
	S6	10	18	21	19	25
	Total	6 737	7 800	7 783	7 098	6 757
Lok Ma Chau Control Point	K1	202	145	39	38	11
	K2	94	241	177	62	23

Control Point (CP)	Class Level	Number of CBS				
		2014/15	2015/16	2016/17	2017/18	2018/19
	K3	97	153	224	275	30
	P1	300	353	446	532	227
	P2	111	304	279	426	398
	P3	60	125	221	327	316
	P4	32	67	91	250	266
	P5	34	26	39	92	204
	P6	13	24	12	31	94
	S1	23	29	34	54	66
	S2	22	28	24	27	39
	S3	18	27	25	33	44
	S4	27	21	22	41	28
	S5	15	13	14	11	17
	S6	14	17	18	17	11
	Total	1 062	1 573	1 665	2 216	1 774
Man Kam To Control Point	K1	143	166	77	59	33
	K2	109	180	218	85	60
	K3	71	136	215	198	82
	P1	371	431	516	609	405
	P2	296	363	462	493	587
	P3	175	263	368	419	471
	P4	107	145	226	291	367
	P5	39	38	101	112	216
	P6	16	20	45	56	88
	S1	16	23	28	36	52
	S2	13	22	22	23	34
	S3	17	14	24	21	23
	S4	13	17	16	31	23
	S5	5	4	15	13	20
	S6	6	4	5	11	11
	Total	1 397	1 826	2 338	2 457	2 472
Sha Tau Kok Control Point	K1	140	142	88	37	40
	K2	151	150	148	82	34
	K3	154	153	166	118	91
	P1	159	147	146	165	103
	P2	145	152	139	151	164
	P3	118	152	149	140	149

Control Point (CP)	Class Level	Number of CBS				
		2014/15	2015/16	2016/17	2017/18	2018/19
	P4	117	117	137	134	129
	P5	84	103	112	144	136
	P6	68	83	104	110	122
	S1	30	46	34	47	63
	S2	25	31	20	31	43
	S3	21	20	19	28	28
	S4	18	20	16	14	23
	S5	35	23	11	19	16
	S6	23	35	15	9	20
	Total	1 288	1 374	1 304	1 229	1 161
Lok Ma Chau Spur Line Control Point	K1	1 354	1 108	289	234	209
	K2	1 363	1 391	1 077	325	265
	K3	1 280	1 297	1 411	1 034	405
	P1	1 128	1 226	1 268	1 125	987
	P2	1 025	1 108	1 190	1 164	1 188
	P3	818	962	1 100	1 052	1 253
	P4	512	725	977	975	1 094
	P5	338	508	705	870	960
	P6	269	349	465	651	866
	S1	232	261	319	426	692
	S2	193	229	241	295	447
	S3	196	190	219	221	285
	S4	131	176	174	193	209
	S5	108	130	157	163	188
	S6	74	92	101	126	145
	Total	9 021	9 752	9 693	8 854	9 193
Lo Wu Control Point	K1	578	422	155	148	108
	K2	556	597	492	217	176
	K3	497	528	629	548	241
	P1	512	448	493	497	520
	P2	553	464	466	472	528
	P3	511	575	522	488	593
	P4	336	566	620	572	577
	P5	297	390	555	734	721
	P6	250	320	402	570	752
	S1	338	306	347	495	703

Control Point (CP)	Class Level	Number of CBS				
		2014/15	2015/16	2016/17	2017/18	2018/19
	S2	285	317	298	347	478
	S3	264	261	294	287	340
	S4	193	250	249	266	245
	S5	192	165	208	220	257
	S6	123	172	146	194	190
	Total	5 485	5 781	5 876	6 055	6 429

Notes:
(1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.
(3) The Hong Kong-Zhuhai-Macao Bridge (HZMB) was not yet open to traffic when the survey of the 2018/19 school year was conducted, and hence these figures do not include the number of CBS using the HZMB Hong Kong Port.
(4) As school coaches are allowed to carry CBS of different class levels at the same time, the number of local/cross-boundary school coaches using various land-based boundary control points with a breakdown by class level is not available.

The number of CBS using various land-based boundary control points, with a breakdown by district, from the 2014/15 to 2018/19 school years is as follows:

Control Point (CP)	District	Number of CBS				
		2014/15	2015/16	2016/17	2017/18	2018/19
Shenzhen Bay Control Point	North	37	6	22	24	34
	Tai Po	1	9	6	6	10
	Sha Tin	6	1	0	3	5
	Yuen Long	3 047	3 620	3 644	3 369	3 105
	Tuen Mun	3 632	4 139	4 046	3 630	3 547
	Tsuen Wan	0	7	20	17	22
	Kwai Tsing	0	0	15	16	15
	Tung Chung	4	0	0	7	0
	Wong Tai Sin	10	18	30	26	19
	Total	6 737	7 800	7 783	7 098	6 757
Lok Ma Chau Control Point	North	407	609	390	525	295
	Tai Po	20	24	38	40	78
	Sha Tin	100	118	186	215	240
	Yuen Long	432	495	529	597	489
	Tuen Mun	22	57	40	61	58

Control Point (CP)	District	Number of CBS				
		2014/15	2015/16	2016/17	2017/18	2018/19
	Tsuen Wan	0	0	1	1	2
	Kwai Tsing	80	132	187	277	248
	Tung Chung	0	138	237	325	197
	Wong Tai Sin	1	0	57	175	167
	Total	1 062	1 573	1 665	2 216	1 774
Man Kam To Control Point	North	820	1 064	1 283	1 280	1 143
	Tai Po	510	647	754	755	755
	Sha Tin	0	43	56	45	40
	Yuen Long	67	53	69	52	46
	Tuen Mun	0	19	35	0	0
	Tsuen Wan	0	0	6	18	17
	Kwai Tsing	0	0	64	143	147
	Tung Chung	0	0	23	87	244
	Wong Tai Sin	0	0	48	77	80
	Total	1 397	1 826	2 338	2 457	2 472
Sha Tau Kok Control Point	North	1 258	1 300	1 204	1 067	1 005
	Tai Po	27	28	18	19	19
	Sha Tin	2	3	3	40	37
	Yuen Long	0	1	1	1	1
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	5
	Tung Chung	1	0	0	0	0
	Wong Tai Sin	0	42	78	102	94
	Total	1 288	1 374	1 304	1 229	1 161
Lok Ma Chau Spur Line Control Point	North	5 714	5 783	5 656	4 955	5 022
	Tai Po	1 086	1 324	1 540	1 672	1 765
	Sha Tin	226	362	303	260	312
	Yuen Long	1 843	2 150	2 085	1 891	1 974
	Tuen Mun	55	58	50	45	59
	Tsuen Wan	1	0	6	11	12
	Kwai Tsing	2	0	1	19	47
	Tung Chung	71	0	0	0	0
	Wong Tai Sin	23	75	52	1	2
	Total	9 021	9 752	9 693	8 854	9 193
Lo Wu Control Point	North	4 728	4 903	4 852	4 775	4 882
	Tai Po	649	761	885	1 097	1 365
	Sha Tin	88	92	108	139	136
	Yuen Long	13	14	19	26	33
	Tuen Mun	2	7	6	11	7
	Tsuen Wan	1	0	0	0	0

Control Point (CP)	District	Number of CBS				
		2014/15	2015/16	2016/17	2017/18	2018/19
	Kwai Tsing	0	0	0	4	2
	Tung Chung	0	0	0	0	1
	Wong Tai Sin	4	4	6	3	3
	Total	5 485	5 781	5 876	6 055	6 429

Notes:
(1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.
(3) The Hong Kong-Zhuhai-Macao Bridge (HZMB) was not yet open to traffic when the survey of the 2018/19 school year was conducted, and hence these figures do not include the number of CBS using the HZMB Hong Kong Port.
(4) As school coaches are allowed to carry CBS from different districts at the same time, the number of local/cross-boundary school coaches using various land-based boundary control points with a breakdown by district is not available.

(2) As the Education Bureau does not collect information on accidents involving school coaches, statistics on accidents and casualties involving students and those providing school coach services within or near school campuses are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0095)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) The Education Bureau has put in place the "Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland)" for cross-boundary students (CBS) applying for Primary 1 (P1) school places. Please provide, by district, the number of P1 places available on the List and the number of CBS who were allocated a P1 place from the 2015/16 to 2018/19 school years; and

(2) Please provide, by school type, district and grade, the number of CBS and their respective percentage out of the total number of school places from the 2015/16 to 2018/19 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 47)

Reply:

(1) To alleviate the impact of increasing number of cross-boundary students (CBS) on the demand and supply of public sector primary school places in individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the Primary One Admission (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, which consists of 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.

The number of Primary One (P1) places by district of school net as set out in the Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) under POA 2015 to 2018 (for admission to P1 in the school years from 2015/16 to 2018/19) is at Annex A. The number of CBS allocated a P1 place under the Central Allocation of POA 2015 to 2018 is 2 714, 2 877, 3 251 and 2 213 respectively.

(2) The number of CBS in kindergartens (including kindergarten-cum-child care centres), primary schools and secondary schools by district and grade as well as their percentage out of the total number of school places from the 2015/16 to 2018/19 school years are tabulated at Annexes B, C and D.

Annex A

Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2015
(for admission to P1 in the 2015/16 school year)

District of school net	Number of P1 places
Tuen Mun	817
Yuen Long	765
North	253
Tai Po	152
Wong Tai Sin	150
Kwai Tsing	175
Sha Tin	100
Tung Chung	200
Total	**2 612**

Note:

Figures refer to the position as at January 2015 when the 2015 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2015.

Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2016
(for admission to P1 in the 2016/17 school year)

District of school net	Number of P1 places
Tuen Mun	667
Yuen Long	661
North	239
Tai Po	148
Wong Tai Sin	200
Kwai Tsing	575
Sha Tin	75
Tung Chung	225
Total	**2 790**

Note:

Figures refer to the position as at January 2016 when the 2016 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2016.

Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2017
(for admission to P1 in the 2017/18 school year)

District of school net	Number of P1 places
Tuen Mun	546
Yuen Long	621
North	222
Tai Po	150
Wong Tai Sin	225
Kwai Tsing	850
Tung Chung	450
Total	**3 064**

Note:

Figures refer to the position as at January 2017 when the 2017 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2017.

Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2018
(for admission to P1 in the 2018/19 school year)

District of school net	Number of P1 places
Tuen Mun	571
Yuen Long	310
North	282
Tai Po	168
Wong Tai Sin	50
Kwai Tsing	625
Tung Chung	150
Total	**2 156**

Note:

Figures refer to the position as at January 2018 when the 2018 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2018.

Annex B

Number of CBS in kindergartens (including kindergarten-cum-child care centres) by district and grade and their percentage out of the total number of school places from the 2015/16 to 2018/19 school years

(i) School Year: 2015/16

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	**Sub-total**
North	1 628 (36.9%)	2 071 (43.7%)	1 732 (40.3%)	**5 431 (40.4%)**
Tai Po	78 (2.8%)	98 (3.8%)	170 (7.2%)	**346 (4.5%)**
Sha Tin	14 (0.2%)	24 (0.4%)	24 (0.5%)	**62 (0.4%)**
Yuen Long	737 (11.1%)	931 (14.5%)	879 (14.3%)	**2 547 (13.3%)**
Tuen Mun	512 (10.2%)	683 (13.6%)	661 (15.0%)	**1 856 (12.8%)**
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**
Kwai Tsing	20 (0.4%)	49 (1.2%)	22 (0.6%)	**91 (0.7%)**
Tung Chung	19 (2.1%)	23 (2.7%)	31 (4.0%)	**73 (2.9%)**
Wong Tai Sin	0 (0.0%)	1 (0.0%)	0 (0.0%)	**1 (0.0%)**

(ii) School Year: 2016/17

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	**Sub-total**
North	598 (18.1%)	1 760 (36.3%)	2 142 (42.7%)	**4 500 (34.2%)**
Tai Po	8 (0.3%)	76 (2.7%)	98 (4.0%)	**182 (2.4%)**
Sha Tin	1 (0.0%)	14 (0.2%)	24 (0.5%)	**39 (0.2%)**
Yuen Long	102 (1.8%)	687 (10.2%)	934 (14.1%)	**1 723 (9.1%)**
Tuen Mun	82 (1.9%)	532 (10.5%)	643 (12.8%)	**1 257 (8.8%)**
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**
Kwai Tsing	6 (0.2%)	25 (0.6%)	54 (1.4%)	**85 (0.7%)**
Tung Chung	3 (0.3%)	28 (2.4%)	29 (3.6%)	**60 (2.0%)**
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**

(iii) School Year: 2017/18

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	**Sub-total**
North	484 (14.9%)	705 (20.2%)	1 808 (35.8%)	**2 997 (25.4%)**
Tai Po	5 (0.2%)	16 (0.6%)	73 (2.8%)	**94 (1.2%)**
Sha Tin	0 (0.0%)	0 (0.0%)	16 (0.3%)	**16 (0.1%)**
Yuen Long	38 (0.6%)	106 (1.8%)	658 (9.5%)	**802 (4.2%)**
Tuen Mun	24 (0.5%)	86 (2.0%)	514 (10.1%)	**624 (4.5%)**
Tsuen Wan	1 (0.0%)	0 (0.0%)	0 (0.0%)	**1 (0.0%)**
Kwai Tsing	4 (0.1%)	4 (0.1%)	31 (0.7%)	**39 (0.3%)**
Tung Chung	0 (0.0%)	4 (0.4%)	33 (3.9%)	**37 (1.2%)**
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**

(iv) School Year: 2018/19

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	**Sub-total**
North	379 (11.5%)	521 (15.2%)	775 (20.4%)	**1 675 (15.9%)**
Tai Po	3 (0.1%)	6 (0.2%)	16 (0.7%)	**25 (0.3%)**
Sha Tin	0 (0.0%)	1 (0.0%)	2 (0.0%)	**3 (0.0%)**
Yuen Long	31 (0.5%)	42 (0.7%)	112 (1.9%)	**185 (1.0%)**
Tuen Mun	25 (0.6%)	25 (0.6%)	80 (1.8%)	**130 (1.0%)**
Tsuen Wan	0 (0.0%)	1 (0.0%)	0 (0.0%)	**1 (0.0%)**
Kwai Tsing	0 (0.0%)	4 (0.1%)	4 (0.1%)	**8 (0.1%)**
Tung Chung	0 (0.0%)	0 (0.0%)	4 (0.5%)	**4 (0.1%)**
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) 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, Tung Chung and Wong Tai Sin districts.

(3) Figures on school places do not include vacant classrooms and vacant child care centre portions.

Number of CBS in primary schools by district and grade and their percentage out of the total number of school places from the 2015/16 to 2018/19 school years

(i) School Year: 2015/16

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	P1	P2	P3	P4	P5	P6	**Sub-total**
North	1 194 (38.8%)	1 183 (38.0%)	1 318 (37.4%)	1 008 (31.6%)	790 (27.0%)	624 (22.8%)	**6 117 (32.9%)**
Tai Po	550 (21.7%)	464 (18.0%)	437 (18.0%)	357 (15.5%)	114 (5.8%)	68 (3.7%)	**1 990 (14.6%)**
Sha Tin	162 (3.2%)	146 (2.9%)	68 (1.4%)	56 (1.2%)	23 (0.5%)	18 (0.4%)	**473 (1.7%)**
Yuen Long	1 042 (18.5%)	1 088 (18.9%)	588 (11.6%)	409 (8.7%)	202 (4.6%)	106 (2.5%)	**3 435 (11.5%)**
Tuen Mun	717 (17.1%)	619 (14.4%)	466 (11.8%)	310 (8.6%)	131 (4.0%)	58 (1.8%)	**2 301 (10.2%)**
Tsuen Wan	7 (0.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**7 (0.1%)**
Kwai Tsing	38 (1.1%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	**41 (0.2%)**
Tung Chung	57 (8.4%)	5 (1.0%)	2 (0.4%)	0 (0.0%)	1 (0.2%)	0 (0.0%)	**65 (1.8%)**
Wong Tai Sin	106 (3.1%)	29 (0.9%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	2 (0.1%)	**138 (0.8%)**

(ii) School Year: 2016/17

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	P1	P2	P3	P4	P5	P6	**Sub-total**
North	1 289 (39.3%)	1 179 (38.3%)	1 184 (38.0%)	1 296 (36.7%)	967 (30.3%)	764 (26.1%)	**6 679 (34.9%)**
Tai Po	614 (21.0%)	566 (22.0%)	466 (17.7%)	443 (18.2%)	330 (14.6%)	124 (6.2%)	**2 543 (17.2%)**
Sha Tin	144 (2.8%)	141 (2.8%)	136 (2.7%)	71 (1.5%)	42 (0.9%)	21 (0.5%)	**555 (1.9%)**
Yuen Long	1 053 (17.9%)	981 (17.5%)	1 050 (18.1%)	576 (11.3%)	372 (7.8%)	201 (4.6%)	**4 233 (13.4%)**
Tuen Mun	670 (16.2%)	652 (15.6%)	588 (13.7%)	440 (11.1%)	287 (7.9%)	126 (3.8%)	**2 763 (11.8%)**
Tsuen Wan	26 (1.2%)	6 (0.3%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	**33 (0.3%)**
Kwai Tsing	134 (3.8%)	34 (1.0%)	4 (0.1%)	7 (0.2%)	2 (0.1%)	1 (0.0%)	**182 (0.9%)**
Tung Chung	136 (18.1%)	54 (8.1%)	5 (1.0%)	3 (0.5%)	1 (0.2%)	1 (0.2%)	**200 (5.5%)**
Wong Tai Sin	144 (4.5%)	96 (3.1%)	27 (0.9%)	0 (0.0%)	3 (0.1%)	0 (0.0%)	**270 (1.5%)**

(iii) School Year: 2017/18

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	P1	P2	P3	P4	P5	P6	**Sub-total**
North	1 361 (39.4%)	1 286 (38.8%)	1 165 (37.5%)	1 117 (35.9%)	1 243 (35.2%)	895 (28.1%)	**7 067 (35.9%)**
Tai Po	561 (18.2%)	553 (19.2%)	508 (19.5%)	451 (17.1%)	412 (16.9%)	302 (13.3%)	**2 787 (17.5%)**
Sha Tin	86 (1.5%)	125 (2.4%)	135 (2.6%)	140 (2.7%)	66 (1.3%)	50 (1.1%)	**602 (2.0%)**
Yuen Long	898 (14.9%)	949 (16.2%)	920 (16.4%)	989 (17.1%)	544 (10.6%)	363 (7.7%)	**4 663 (14.1%)**
Tuen Mun	481 (11.0%)	565 (13.6%)	593 (14.3%)	535 (12.5%)	414 (10.4%)	277 (7.6%)	**2 865 (11.7%)**
Tsuen Wan	21 (0.9%)	20 (0.9%)	4 (0.2%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	**46 (0.4%)**
Kwai Tsing	250 (7.2%)	116 (3.5%)	35 (1.1%)	9 (0.3%)	7 (0.2%)	3 (0.1%)	**420 (2.2%)**
Tung Chung	195 (23.7%)	118 (15.9%)	57 (8.5%)	8 (1.5%)	3 (0.5%)	0 (0.0%)	**381 (9.9%)**
Wong Tai Sin	146 (4.5%)	127 (4.0%)	86 (2.8%)	22 (0.8%)	0 (0.0%)	3 (0.1%)	**384 (2.1%)**

(iv) School Year: 2018/19

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	P1	P2	P3	P4	P5	P6	**Sub-total**
North	1 270 (37.0%)	1 384 (40.1%)	1 367 (41.3%)	1 198 (38.6%)	1 130 (36.3%)	1 234 (35.0%)	**7 583 (38.0%)**
Tai Po	479 (14.6%)	531 (17.2%)	598 (20.4%)	510 (19.0%)	481 (17.5%)	364 (14.9%)	**2 963 (17.2%)**
Sha Tin	48 (0.8%)	90 (1.5%)	134 (2.6%)	139 (2.7%)	131 (2.5%)	88 (1.8%)	**630 (1.9%)**
Yuen Long	573 (9.6%)	859 (14.2%)	881 (15.0%)	881 (15.7%)	934 (16.3%)	539 (10.4%)	**4 667 (13.6%)**
Tuen Mun	404 (9.1%)	469 (10.7%)	565 (13.6%)	608 (15.0%)	549 (12.8%)	457 (11.4%)	**3 052 (12.1%)**
Tsuen Wan	7 (0.3%)	18 (0.7%)	20 (0.9%)	4 (0.2%)	1 (0.0%)	0 (0.0%)	**50 (0.4%)**
Kwai Tsing	87 (2.5%)	215 (6.2%)	101 (3.1%)	36 (1.1%)	8 (0.3%)	8 (0.3%)	**455 (2.3%)**
Tung Chung	116 (13.0%)	172 (21.0%)	89 (11.9%)	36 (5.5%)	7 (1.2%)	4 (0.7%)	**424 (10.0%)**
Wong Tai Sin	26 (0.8%)	128 (4.0%)	117 (3.7%)	72 (2.3%)	21 (0.7%)	0 (0.0%)	**364 (2.0%)**

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) 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, Tung Chung and Wong Tai Sin districts.

(3) Figures on school 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 the schools concerned. Figures include ordinary primary schools, but not special schools.

Number of CBS in secondary schools by district and grade and their percentage out of the total number of school places from the 2015/16 to 2018/19 school years

(i) School Year: 2015/16

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	**Sub-total**
North	492 (17.6%)	445 (15.7%)	349 (12.4%)	360 (12.3%)	224 (7.7%)	247 (7.3%)	**2 117 (12.0%)**
Tai Po	84 (3.2%)	95 (3.5%)	97 (3.7%)	75 (2.7%)	65 (2.4%)	41 (1.4%)	**457 (2.8%)**
Sha Tin	21 (0.3%)	21 (0.3%)	17 (0.3%)	12 (0.2%)	10 (0.1%)	3 (0.0%)	**84 (0.2%)**
Yuen Long	80 (1.5%)	84 (1.5%)	58 (1.1%)	47 (0.8%)	47 (0.8%)	35 (0.5%)	**351 (1.0%)**
Tuen Mun	32 (0.7%)	25 (0.5%)	22 (0.5%)	19 (0.4%)	13 (0.3%)	12 (0.2%)	**123 (0.4%)**
Tsuen Wan	0 (0.0%)	0 (0.0%)	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 (0.0%)	**0 (0.0%)**
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**

(ii) School Year: 2016/17

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	**Sub-total**
North	548 (18.9%)	448 (16.1%)	413 (14.5%)	335 (12.0%)	295 (10.1%)	189 (6.6%)	**2 228 (13.0%)**
Tai Po	118 (4.3%)	85 (3.2%)	93 (3.4%)	92 (3.5%)	69 (2.5%)	59 (2.2%)	**516 (3.2%)**
Sha Tin	13 (0.2%)	12 (0.2%)	14 (0.2%)	11 (0.2%)	5 (0.1%)	7 (0.1%)	**62 (0.2%)**
Yuen Long	110 (2.0%)	76 (1.4%)	71 (1.3%)	54 (1.0%)	42 (0.7%)	38 (0.6%)	**391 (1.2%)**
Tuen Mun	49 (1.1%)	33 (0.7%)	24 (0.5%)	22 (0.5%)	16 (0.3%)	13 (0.3%)	**157 (0.5%)**
Tsuen Wan	0 (0.0%)	0 (0.0%)	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 (0.0%)	**0 (0.0%)**
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**
Wong Tai Sin	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**1 (0.0%)**

(iii) School Year: 2017/18

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	**Sub-total**
North	662 (23.0%)	523 (18.0%)	428 (15.4%)	383 (13.5%)	297 (10.6%)	269 (9.2%)	**2 562 (14.9%)**
Tai Po	273 (9.8%)	119 (4.4%)	87 (3.3%)	91 (3.4%)	83 (3.1%)	55 (2.0%)	**708 (4.4%)**
Sha Tin	27 (0.4%)	11 (0.2%)	15 (0.2%)	18 (0.3%)	11 (0.2%)	2 (0.0%)	**84 (0.2%)**
Yuen Long	160 (2.9%)	97 (1.8%)	75 (1.4%)	60 (1.1%)	45 (0.8%)	34 (0.6%)	**471 (1.4%)**
Tuen Mun	116 (2.5%)	48 (1.1%)	34 (0.7%)	28 (0.6%)	16 (0.3%)	16 (0.3%)	**258 (0.9%)**
Tsuen Wan	0 (0.0%)	0 (0.0%)	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 (0.0%)	**0 (0.0%)**
Tung Chung	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**1 (0.0%)**
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**0 (0.0%)**

(iv) School Year: 2018/19

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	**Sub-total**
North	971 (30.0%)	657 (24.5%)	499 (18.4%)	382 (14.4%)	349 (12.6%)	265 (9.5%)	**3 123 (18.5%)**
Tai Po	393 (14.6%)	254 (9.8%)	123 (5.0%)	80 (3.3%)	83 (3.2%)	71 (2.7%)	**1 004 (6.5%)**
Sha Tin	52 (0.8%)	26 (0.4%)	14 (0.2%)	15 (0.2%)	20 (0.3%)	10 (0.1%)	**137 (0.4%)**
Yuen Long	348 (6.8%)	174 (3.4%)	113 (2.2%)	66 (1.3%)	58 (1.1%)	37 (0.7%)	**796 (2.5%)**
Tuen Mun	262 (6.1%)	113 (2.7%)	42 (1.0%)	31 (0.7%)	22 (0.5%)	19 (0.4%)	**489 (1.9%)**
Tsuen Wan	1 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	**2 (0.0%)**
Kwai Tsing	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**1 (0.0%)**
Tung Chung	11 (1.4%)	2 (0.3%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	**14 (0.3%)**
Wong Tai Sin	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**1 (0.0%)**

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) 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, Tung Chung and Wong Tai Sin districts.

(3) Figures on school 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 the schools concerned. Figures include ordinary secondary day schools, but not special schools and secondary day courses provided by private schools offering tutorial, vocational and adult education courses.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0098)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please set out the items under the insurance the Education Bureau obtained for primary and secondary schools and the expenditure involved as well as the respective numbers of schools, teachers and students covered, claim applications and successful claims from the 2015/16 to 2019/20 school years;

(2) Of the above claim applications and successful claims, please set out the cases involving professional liability and deaths respectively; and

(3) Upon the implementation of free kindergarten education, is provision reserved for kindergartens to obtain necessary insurance? If yes, what are the details and expenditure involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 52)

Reply:

(1) & (2)

The Education Bureau (EDB) has taken out the Block Insurance Policy (BIP), which comprises 3 parts, namely the public liability insurance, the employees' compensation insurance and the group personal accident insurance, for aided primary and secondary schools (including special schools). Professional liability insurance is not under the coverage of the BIP. All staff in aided primary and secondary schools (including special schools), both teaching and non-teaching, whose salaries are subvented by the EDB, as well as students, are insured under the BIP. Each period of insurance covers 2 school years and the expenditures on the insurance premium for the BIP for the 2015/16 to 2016/17 and 2017/18 to 2018/19 school years are $146.1 million and $129 million respectively. To protect the interests of the claimants, schools are required to report all accidents, irrespective of whether they are liable, to the BIP insurer. Hence, the number of reported cases should

not be taken as the number of claims. We do not have the statistics on the number of claims. From the 2015/16 to 2018/19 school years (as at November 2018), the total number of reported cases and indemnified cases for all types of insurance under the BIP are 8 200 and 3 500 respectively. Among them, there are 10 cases involving deaths. Information for the 2019/20 school year is not yet available.

(3) Under the new kindergarten (KG) education policy, the EDB provides direct subsidy to KGs joining the new KG education scheme (Scheme). Funding is provided basically on a per student basis in the form of a basic unit subsidy. The basic unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. Insurance premium is one of the expenditure items chargeable to the "other operating costs" portion of the basic unit subsidy. The mode of provision of funding for KGs differs from that for aided primary and secondary schools. The degree to which KGs and aided primary and secondary schools have to follow the EDB's established operational and administrative practices also differs. As compared to aided primary and secondary schools, the modes of operation among KGs participating in the Scheme are more diversified. Hence, the EDB does not play the role of a central coordinator in various aspects relating to operation of KGs, including procurement of insurance policies.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2960)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government launched the Study Subsidy Scheme for Designated Professions/Sectors to subsidise students to pursue designated self-financing undergraduate and sub-degree programmes in each academic year:

1. Please use the table below to provide information of the programmes from the 2015/16 to 2018/19 academic years:

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Annual tuition fee (before deduction of subsidy)	Annual subsidy amount

Please use the table below to provide information of the estimated undergraduate programmes for the 2019/20 academic year:

Programmes	Institutions	Number of estimated subsidised places	Estimated total intakes (including subsidised and self-financing places)	Estimated annual tuition fee (before deduction of subsidy)	Estimated annual subsidy amount

Please use the table below to provide information of the estimated sub-degree programmes for the 2019/20 academic year:

Programmes	Institutions	Number of estimated subsidised places	Estimated total intakes (including subsidised and self-financing places)	Estimated annual tuition fee (before deduction of subsidy)	Estimated annual subsidy amount

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 8)

Reply:

Details of the designated undergraduate programmes, relevant institutions, the number of subsidised places, actual intakes, the average annual tuition fee before deduction of subsidy and the annual subsidy amount under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted from the 2015/16 to 2018/19 academic years are set out at **Annex 1**.

Details of the designated undergraduate programmes, relevant institutions, the number of subsidised places, the average annual tuition fee before deduction of subsidy and the annual subsidy amount under the SSSDP for the cohort to be admitted in the 2019/20 academic year are set out at **Annex 2**.

As announced in the 2018 Policy Address, based on the advice of the Task Force on Review of Self-financing Post-secondary Education, the Government will expand the coverage of the SSSDP. Starting from the 2019/20 academic year, about 2 000 students per cohort will be subsidised to pursue designated full-time locally accredited self-financing sub-degree programmes in selected disciplines. Current students of the designated sub-degree programmes will also receive the subsidy. Details of the designated sub-degree programmes, relevant institutions, the number of subsidised places, the average annual tuition fee before deduction of subsidy and the annual subsidy amount under the SSSDP for the cohort to be admitted in the 2019/20 academic year are set out at **Annex 3**.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2015/16 academic year)
Designated Undergraduate Programmes, Relevant Institutions, Number of Subsidised Places, Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy) and Annual Subsidy Amount

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Architecture (Honours)	Chu Hai College of Higher Education	40	20	69,333	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	The Hang Seng University of Hong Kong**	70	91	77,250	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	84	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	205	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	115	111,800	70,000
Bachelor of Science with Honours in Testing and Certification		50	116	90,000	70,000
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	200	200	108,280	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational	60	70	87,533	70,000
Bachelor of Arts (Honours) in Product Design		60	72	87,533	70,000

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Arts (Honours) in Culinary Arts and Management	Training Council	30	34	87,533	40,000
Bachelor of Arts (Honours) in Landscape Architecture		10	55	87,533	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	122	87,533	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	68	87,533	70,000

** The Hang Seng Management College changed its title to the Hang Seng University of Hong Kong in the fourth quarter of 2018.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2016/17 academic year)
Designated Undergraduate Programmes, Relevant Institutions, Number of Subsidised Places, Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy) and Annual Subsidy Amount

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	60	200	101,640	70,000
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	40	33	71,500	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	The Hang Seng University of Hong Kong**	70	125	79,800	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	96	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	207	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	115	111,800	70,000
Bachelor of Science with Honours in Testing and Certification		50	98	90,000	70,000
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	200	220	109,475	70,000

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	52	91,245	70,000
Bachelor of Arts (Honours) in Product Design		60	63	91,245	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		30	43	91,245	40,000
Bachelor of Arts (Honours) in Landscape Architecture		10	29	91,245	40,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		30	46	91,245	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	62	98,835	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	70	91,245	70,000

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Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2017/18 academic year)
Designated Undergraduate Programmes, Relevant Institutions, Number of Subsidised Places, Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy) and Annual Subsidy Amount

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	60	200	104,720	70,000
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	40	33	71,500	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	The Hang Seng University of Hong Kong**	70	89	81,800	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	79	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	235	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	111	111,800	70,000
Bachelor of Engineering with Honours in Testing and Certification		50	69	90,000	70,000
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	200	224	109,475	70,000
Bachelor of Science (Honours) in Medical Laboratory Science		20	31	119,680	70,000

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Science (Honours) in Radiation Therapy		12	16	129,030	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	56	94,133	70,000
Bachelor of Arts (Honours) in Product Design		60	55	94,133	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		30	32	94,133	40,000
Bachelor of Arts (Honours) in Landscape Architecture		10	38	94,133	40,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		30	44	94,133	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	93	102,053	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	57	94,133	70,000

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Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2018/19 academic year)
Designated Undergraduate Programmes, Relevant Institutions, Number of Subsidised Places, Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy) and Annual Subsidy Amount

Programmes	Institutions	Number of subsidised places *	Actual intakes	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	200	200	107,240	71,700
Bachelor of Science (Honours) in Digital Entertainment #		30	10	75,180	41,000
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	70	26	71,500	41,000
Bachelor of Science (Honours) in Computer Science #		90	9	71,500	41,000
Bachelor of Arts (Honours) in Applied and Human-Centred Computing #	The Hang Seng University of Hong Kong**	60	21	85,500	41,000
Bachelor of Business Administration (Honours) in Supply Chain Management		105	92	85,500	41,000
Bachelor of Management Science and Information Management (Honours) #		65	50	85,500	41,000
Bachelor of Science (Honours) in Actuarial Studies and Insurance #		35	25	85,500	41,000
Bachelor of Science (Honours) in Data Science and Business Intelligence #		70	52	85,500	41,000
Bachelor of Arts with Honours in Creative Writing and Film Arts #	The Open University of Hong Kong	80	43	73,070	41,000
Bachelor of Business Administration with Honours in Business Intelligence and Analytics #		50	9	73,070	41,000

Programmes	Institutions	Number of subsidised places *	Actual intakes	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Business Administration with Honours in Financial Technology and Innovation #		80	17	73,070	41,000
Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management #		50	17	73,070	41,000
Bachelor of Computing with Honours in Internet Technology #		60	35	73,070	41,000
Bachelor of Engineering with Honours in Testing and Certification		100	59	97,920	71,700
Bachelor of Fine Arts with Honours in Animation and Visual Effects		80	54	92,160	71,700
Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art #		80	42	73,070	71,700
Bachelor of International Hospitality and Attractions Management with Honours #		80	42	73,070	41,000
Bachelor of Nursing with Honours in General Health Care		270	270	114,480	71,700
Bachelor of Nursing with Honours in Mental Health Care		70	70	114,480	71,700
Bachelor of Sports and Recreation Management with Honours #		40	21	73,070	41,000
Bachelor of Health Science (Honours) in Nursing	Tung Wah College	225	225	112,767	71,700
Bachelor of Science (Honours) in Medical Laboratory Science		30	30	125,664	71,700

Programmes	Institutions	Number of subsidised places *	Actual intakes	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Science (Honours) in Occupational Therapy #		50	50	134,980	71,700
Bachelor of Science (Honours) in Radiation Therapy		15	16	135,482	71,700
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	41	100,650	71,700
Bachelor of Arts (Honours) in Product Design		60	37	100,650	71,700
Bachelor of Arts (Honours) in Culinary Arts and Management		60	28	96,360	41,000
Bachelor of Arts (Honours) in Landscape Architecture		45	27	96,360	41,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		60	20	96,360	41,000
Bachelor of Engineering (Honours) in Building Services Engineering #		60	14	100,650	71,700
Bachelor of Engineering (Honours) in Civil Engineering		90	39	104,445	71,700
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	23	100,650	71,700
Bachelor of Science (Honours) in Information and Communications Technology #		66	24	80,355	41,000
Bachelor of Science (Honours) in Multimedia Technology and Innovation #		30	12	96,360	41,000
Bachelor of Science (Honours) in Surveying #		60	40	96,360	41,000

Programmes	Institutions	Number of subsidised places *	Actual intakes	Average annual tuition fee (before deduction of subsidy) ($)	Annual subsidy amount ($)
Bachelor of Social Sciences (Honours) in Sports and Recreation Management #		40	27	104,445	41,000

* The Government has regularised the SSSDP from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes also receive the subsidy starting from the 2018/19 academic year. All first-year intake places of designated programmes for local students were included in the SSSDP. There were no non-subsidised first-year intake places for local students under the designated programmes.

\# New programmes offered in the 2018/19 academic year.

** The Hang Seng Management College changed its title to the Hang Seng University of Hong Kong in the fourth quarter of 2018.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2019/20 academic year)
Designated Undergraduate Programmes, Relevant Institutions, Number of Subsidised Places, Average Annual Tuition Fee (before Deduction of Subsidy) and Annual Subsidy Amount

Programmes	Institutions	Number of subsidised places *	Average annual tuition fee (before deduction of subsidy) ($)^	Annual subsidy amount ($)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	360	108,850	72,800
Bachelor of Science (Honours) in Digital Entertainment		30	76,310	41,700
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	70	71,500	41,700
Bachelor of Science (Honours) in Computer Science		90	71,500	41,700
Bachelor of Arts (Honours) in Applied and Human-Centred Computing	The Hang Seng University of Hong Kong	60	86,750	41,700
Bachelor of Business Administration (Honours) in Supply Chain Management		105	86,750	41,700
Bachelor of Management Science and Information Management		65	86,750	41,700
Bachelor of Science (Honours) in Actuarial Studies and Insurance		35	86,750	41,700
Bachelor of Science (Honours) in Data Science and Business Intelligence		70	86,750	41,700
Bachelor of Arts with Honours in Creative Writing and Film Arts	The Open University of Hong Kong	80	76,115	41,700
Bachelor of Business Administration with Honours in Business Intelligence and Analytics		50	86,118	41,700
Bachelor of Business Administration with Honours in Financial Technology and Innovation		80	86,118	41,700

Programmes	Institutions	Number of subsidised places *	Average annual tuition fee (before deduction of subsidy) ($)^	Annual subsidy amount ($)
Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management		50	86,118	41,700
Bachelor of Computing with Honours in Internet Technology		60	74,166	41,700
Bachelor of Engineering with Honours in Testing and Certification		100	103,962	72,800
Bachelor of Fine Arts with Honours in Animation and Visual Effects		80	95,491	72,800
Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art		80	82,365	72,800
Bachelor of International Hospitality and Attractions Management with Honours		80	86,118	41,700
Bachelor of Nursing with Honours in General Health Care		325	120,481	72,800
Bachelor of Nursing with Honours in Mental Health Care		125	120,481	72,800
Bachelor of Sports and Recreation Management with Honours		40	86,118	41,700
Bachelor of Health Science (Honours) in Nursing	Tung Wah College	350@	114,460	72,800
Bachelor of Science (Honours) in Medical Laboratory Science		45@	130,750	72,800
Bachelor of Science (Honours) in Occupational Therapy		50	138,290	72,800
Bachelor of Science (Honours) in Physiotherapy#		50	140,675	72,800
Bachelor of Science (Honours) in Radiation Therapy		15	138,523	72,800
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of	60	101,310	72,800
Bachelor of Arts (Honours) in Product Design		60	101,310	72,800

Programmes	Institutions	Number of subsidised places *	Average annual tuition fee (before deduction of subsidy) ($)^	Annual subsidy amount ($)
Bachelor of Arts (Honours) in Culinary Arts and Management	Hong Kong, Vocational Training Council	60	97,845	41,700
Bachelor of Arts (Honours) in Landscape Architecture		45	97,845	41,700
Bachelor of Arts (Honours) in Horticulture and Landscape Management		60	97,845	41,700
Bachelor of Engineering (Honours) in Building Services Engineering		60	101,310	72,800
Bachelor of Engineering (Honours) in Civil Engineering		90	105,930	72,800
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	101,310	72,800
Bachelor of Science (Honours) in Information and Communications Technology		66	81,510	41,700
Bachelor of Science (Honours) in Multimedia Technology and Innovation		30	97,845	41,700
Bachelor of Science (Honours) in Surveying		60	97,845	41,700
Bachelor of Social Sciences (Honours) in Sports and Recreation Management		40	105,930	41,700

* Starting from 2018/19 academic year, all first-year intake places of designated programmes for local students are included in the SSSDP, and there are no non-subsidised first-year intake places for local students under the designated programmes.

\# New programmes offered in the 2019/20 academic year.

^ Institutions are required to announce the tuition fees for each subsidised programme before the commencement of the Joint University Programmes Admissions System (JUPAS) application. The average annual tuition fee is calculated with reference to the tuition fee level of the students' admission year. For students admitted in the 2019/20 academic year, institutions may adjust the tuition fees annually starting from the second year of their studies. However, the tuition fees will be adjusted at a rate not exceeding the price movement in the Hong Kong Composite Consumer Price Index for the relevant year.

@ The number of intake is subject to the approval of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2019/20 academic year)
Designated Sub-degree Programmes, Relevant Institutions, Number of Subsidised Places, Average Annual Tuition Fee (before Deduction of Subsidy) and Annual Subsidy Amount

Programmes	Institutions	Number of subsidised places *	Average annual tuition fee (before deduction of subsidy) ($)^	Annual subsidy amount ($)
Higher Diploma in Design	Caritas Bianchi College of Careers	100	66,885	36,400
Higher Diploma in Hospitality Management		120	60,250	20,850
Higher Diploma in Pharmaceutical Dispensing		80	63,460	36,400
Higher Diploma in Food Health and Business Management	HKU SPACE Po Leung Kuk Stanley Ho Community College	30	57,000	36,400
Higher Diploma in Health and Social Care		30	57,000	36,400
Higher Diploma in Hotel Management		100	57,000	20,850
Higher Diploma in Medical and Health Products Management		120	57,000	36,400
Higher Diploma in Sport and Recreation Management		120	57,000	20,850
Higher Diploma in Sport Coaching and Sport Performance		160	57,000	20,850
Higher Diploma in Tourism and Events Management		100	57,000	20,850
Higher Diploma in Tourism and Hospitality Management		100	57,000	20,850
Higher Diploma in Computer Studies (Mobile Applications and Game Development)	Hong Kong College of Technology	40	54,500	20,850
Higher Diploma in Creative Design and Media (Moving Image/Visual Communication)		40	54,500	36,400
Higher Diploma in Fitness, Coaching and Sports Management		80	54,500	20,850
Higher Diploma in Tourism Management (Airline and Cruise Services/Culinary/Hospitality/Tourism and Event Management)		160	54,500	20,850

Programmes	Institutions	Number of subsidised places *	Average annual tuition fee (before deduction of subsidy) ($)^	Annual subsidy amount ($)
Higher Diploma in Nursing Studies (General Health Care)	The Open University of Hong Kong (including Li Ka Shing Institute of Professional and Continuing Education)	23	95,540	36,400
Higher Diploma in Nursing Studies (Mental Health Care)		27	95,540	36,400
Higher Diploma in Digital Fashion Creation		30	59,400	36,400
Higher Diploma in Engineering (Civil Engineering)		30	63,400	36,400
Higher Diploma in Health Care		180	65,400	36,400
Higher Diploma in Interior Design		30	59,400	36,400
Higher Diploma in Popular Music and Music Production		30	59,400	36,400
Higher Diploma in Resort and Theme Park Management		30	59,400	20,850
Higher Diploma in Tourism and Airline Studies		30	59,400	20,850
Higher Diploma in Tourism and Hospitality Studies		30	59,400	20,850
Higher Diploma in Health Science	Tung Wah College	50	77,650	36,400
Higher Diploma in Nursing		150	92,200	36,400
Higher Diploma in Hotel and Tourism Management	YMCA College of Careers	30	53,500	20,850

* All first-year intake places of designated programmes for local students are included in the SSSDP. There are no non-subsidised first-year intake places for local students under the designated programmes.

^ Institutions are required to announce the tuition fees for each subsidised programme before the commencement of the application process. The average annual tuition fee is calculated with reference to the tuition fee level of the students' admission year. For students admitted in the 2019/20 academic year, institutions may adjust the tuition fees annually starting from the second year of their studies. However, the tuition fees will be adjusted at a rate not exceeding the price movement in the Hong Kong Composite Consumer Price Index for the relevant year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3217)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Please provide the number of students with special educational needs (SEN) from the 2014/15 to 2018/19 school years, with a breakdown by school level and SEN type.

(b) Please provide the number of subvented primary and secondary schools under each existing subvention mode (including Learning Support Grant, Intensive Remedial Teaching Programme and Mixed Mode) from the 2014/15 to 2018/19 school years, with a distribution of schools by number of students requiring tier-1, tier-2 and tier-3 support and a breakdown of expenditures involved.

(c) Please provide the number of primary and secondary schools receiving subvention (i) under $0.6 million, (ii) between $0.6 million and $1.59 million, (iii) between $1.60 million and $2.19 million, (iv) $2.20 million or above on account of admission of students with SEN under each existing subvention mode (including Learning Support Grant, Intensive Remedial Teaching Programme and Mixed Mode) from the 2014/15 to 2018/19 school years; please also advise of the number of additional teachers employed with the above subvention by schools in groups (i) to (iv).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 56)

Reply:

(a)

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and SEN type from the 2014/15 to 2018/19 school years is set out at Appendix 1.

(b)

To help public sector mainstream schools cater for students with SEN, the Education Bureau (EDB), on top of regular subvention, has been providing schools with additional resources, including Learning Support Grant (LSG), Enhanced Speech Therapy Grant (ESTG), additional teachers and funding under Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme, additional teachers to support academic low achievers, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant to cater for hardcore cases, etc. The number of public sector mainstream primary and secondary schools adopting LSG, IRTP and Mixed Mode from the 2014/15 to 2018/19 school years is set out at Appendix 2. The tier of support for students with SEN is subject to upward or downward adjustment from time to time depending on the performance of the students, and the distribution of students under the 3-tier Intervention Model may change accordingly. For students with mild or transient learning difficulties, schools will provide them with tier-1 support through quality teaching in regular classrooms. Submission of information about these students to the EDB is not required. The distribution of public sector mainstream primary and secondary schools eligible for LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2014/15 to 2018/19 school years is set out at Appendix 3 and Appendix 4 respectively. The expenditure, on top of regular subvention, on additional support and services provided for students with SEN in public sector mainstream schools from the 2014/15 to 2018/19 school years is set out at Appendix 5.

(c)

To enhance the support for schools having admitted comparatively large number of students with SEN, the EDB has raised the ceiling of LSG from $1 million to $1.5 million per school per annum with effect from the 2013/14 school year and increased the rate of grant by 30% in the 2014/15 school year. Starting from the 2015/16 school year, the rate and ceiling of LSG for each school are adjusted annually according to the change in the Composite Consumer Price Index. For primary schools adopting the Mixed Mode and Migration Mode (i.e. migrating from Mixed Mode to fully adopting LSG within a period of up to 6 years), the ceiling of LSG for each school is $0.35 million and $0.6 million per annum respectively.

In each school year, we compile statistics on the number of schools that receive different amounts of grant within the range of LSG allotment as well as those that have reached the ceiling. We do not compile statistics on situation of schools exceeding the ceiling of LSG. Therefore, we can only give the number of public sector mainstream primary and secondary schools adopting LSG, Mixed Mode and Migration Mode that are provided with LSG under $0.6 million and from $0.6 million up to the ceiling from the 2014/15 to 2018/19 school years at Appendix 6. The number of additional teachers provided for public sector mainstream primary schools adopting IRTP, Mixed Mode and Migration Mode from the 2014/15 to 2018/19 school years is set out at Appendix 7. Public sector mainstream schools under LSG will deploy the grant and school resources flexibly and holistically to render appropriate support services to students with SEN in light of their individual needs, such as employing additional teachers or teaching assistants or hiring professional services.

School-based support services therefore vary according to the actual needs of students with SEN. Information on additional teachers employed in these schools is not available.

Appendix 1

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and SEN type from the 2014/15 to 2018/19 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	Mental illness
2014/15	Primary	8 090	740	3 800	3 270	110	30	270	1 890	-
	Secondary	10 520	910	1 990	3 640	220	90	380	240	-
2015/16	Primary	8 370	660	4 420	3 850	120	30	280	2 100	-
	Secondary	11 020	930	2 380	4 350	190	80	390	300	-
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520	-
	Secondary	11 260	910	2 800	5 090	190	80	350	350	-
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430	-
	Secondary	11 460	830	3 280	5 860	170	70	340	370	-
2018/19	Primary	10 370	760	5 690	5 110	110	40	360	2 510	60
	Secondary	11 430	830	3 840	6 780	150	60	310	360	310

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on the students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

Number of public sector mainstream primary and secondary schools adopting Learning Support Grant, Intensive Remedial Teaching Programme and Mixed Mode (including Migration Mode) from the 2014/15 to 2018/19 school years

School year	Learning Support Grant		Intensive Remedial Teaching Programme		Mixed Mode (including Migration Mode)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
2014/15	202	383	148	Not applicable	102	Not applicable
2015/16	211	382	144	Not applicable	99	Not applicable
2016/17	212	382	140	Not applicable	102	Not applicable
2017/18	213	381	140	Not applicable	101	Not applicable
2018/19	217	381	140	Not applicable	99	Not applicable

Note:
The Education Bureau (EDB) introduced the New Funding Mode (NFM) to public sector mainstream primary schools in the 2003/04 school year. Under NFM, the EDB provides primary schools with Learning Support Grant (LSG) so that they can pool together and deploy their resources flexibly to support students with special educational needs. The LSG is also provided to public sector mainstream secondary schools starting from the 2008/09 school year.

Distribution of public sector mainstream primary and secondary schools eligible for Learning Support Grant by number of students with special educational needs (SEN) requiring tier-2 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-2 support	Number of schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary[Note]	Secondary[Note]	Primary[Note]	Secondary[Note]
0	1	7	0	2	1	2	9	1	0	1
1-10	15	92	15	81	11	57	41	50	13	39
11-20	28	72	26	72	26	77	23	67	18	54
21-30	47	41	35	49	26	56	19	57	20	64
31-40	56	27	55	27	47	27	47	34	31	36
41-50	68	31	63	22	62	26	57	30	72	34
51-60	52	31	51	25	62	19	65	21	80	21
61-70	23	17	33	21	37	25	41	21	53	25
71-80	10	21	19	25	22	25	28	14	46	19
81-90	3	16	7	17	9	15	10	23	27	15
91-100	1	8	4	13	8	18	8	18	13	15
Over 100	0	20	2	28	3	35	7	49	8	62

Note:
Starting from the 2017/18 school year, the Learning Support Grant (LSG) covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

Distribution of public sector mainstream primary and secondary schools eligible for Learning Support Grant by number of students with special educational needs (SEN) requiring tier-3 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-3 support	Number of schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary[Note]	Secondary[Note]	Primary[Note]	Secondary[Note]
0	41	90	42	77	39	72	66	60	32	50
1-5	243	284	253	294	259	295	270	309	283	299
6-10	14	5	10	6	11	8	12	9	41	21
11-15	2	1	1	3	1	4	3	1	11	11
16-20	0	0	1	0	2	1	1	3	6	0
Over 20	4	3	3	2	2	2	3	3	8	4

Note:
Starting from the 2017/18 school year, the Learning Support Grant (LSG) covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

Expenditure on additional support and services provided for students with special educational needs in public sector mainstream schools from the 2014/15 to 2018/19 school years (on top of regular subvention)

School year	Expenditure ($ million)
2014/15	1,222
2015/16	1,310
2016/17	1,392
2017/18	1,638
2018/19 (Revised estimate)	2,012

Number of public sector mainstream primary and secondary schools adopting Learning Support Grant, Mixed Mode and Migration Mode within the range of Learning Support Grant allotment from the 2014/15 to 2018/19 school years

School year / Number of schools			Provision of Learning Support Grant (LSG)	
			Under $0.6 million	$0.6 million or above [number of schools having reached the ceiling]
2014/15	Secondary school	LSG	223	160 [20]
	Primary school	LSG	32	170 [8]
		Mixed Mode	97	Not applicable
		Migration Mode	0	5
2015/16	Secondary school	LSG	204	178 [25]
	Primary school	LSG	33	178 [21]
		Mixed Mode	94	Not applicable
		Migration Mode	0	5
2016/17	Secondary school	LSG	194	188 [29]
	Primary school	LSG	28	184 [27]
		Mixed Mode	93	Not applicable
		Migration Mode	0	9
2017/18	Secondary school	LSG	174	211 [41]
	Primary school	LSG	62	192 [30]
		Mixed Mode	90	Not applicable
		Migration Mode	0	11
2018/19	Secondary school	LSG	150	235 [58]
	Primary school	LSG	85	197 [51]
		Mixed Mode	86	Not applicable
		Migration Mode	0	13

Notes:

1. From the 2014/15 to 2017/18 school years, the ceiling of LSG is $1,500,000, $1,546,500, $1,583,616, $1,613,705 and $1,652,434 respectively. The number of schools that have reached the ceiling in each school year is set out in square brackets. For primary schools adopting Mixed Mode and Migration Mode, the ceiling of LSG in the above school years has remained at $0.35 million and $0.6 million respectively.
2. Starting from the 2017/18 school year, the LSG covers students with mental illness. The number of schools in the 2017/18 and 2018/19 school years in the table above covers schools operating Intensive Remedial Teaching Programme and Integrated Education Programme and having students with mental illness for whom LSG has been provided.

Number of additional teachers provided for public sector mainstream primary schools adopting Intensive Remedial Teaching Programme, Mixed Mode and Migration Mode from the 2014/15 to 2018/19 school years

	2014/15	2015/16	2016/17	2017/18	2018/19
Number of additional teachers	398	388	383	382	380

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3272)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the numbers of Primary 1 to 6 classes, places and students in government schools, aided schools, special schools, Direct Subsidy Scheme schools, private schools, English Schools Foundation schools and international schools for each of the 18 districts in Hong Kong and the total number of each item from the 2014/15 to 2018/19 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 57)

Reply:

The numbers of operating classes, places and students at each grade level of primary schools by district and school type from the 2014/15 to 2018/19 school years are set out at Appendix 1.

The numbers of approved classes, places and students of each type of special schools (primary section) from the 2014/15 to 2018/19 school years are set out at Appendix 2. Since the number of students who need to be admitted to special schools is relatively small, the planning and provision of special school places are not on a district basis. As such, providing corresponding figures by district is not meaningful. In addition, it is a common practice for special schools to adopt flexible groupings across grade levels and devise individual education plan to cater for the special educational needs of individual students. Therefore, presenting the number of classes by grade level (Primary 1 to Primary 6) cannot reflect the actual operation in special schools.

Number of operating classes, places and students of primary schools by district, grade level and school type from the 2014/15 to 2018/19 school years

2014/15 school year

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	46	1 250	1 279	0	0	0	16	607	493	7	162	153	73	2 129	2 040
	P2	4	110	113	47	1 275	1 276	0	0	0	16	593	480	7	164	159	74	2 142	2 028
	P3	4	110	105	40	1 100	1 092	0	0	0	15	567	444	12	290	255	71	2 067	1 896
	P4	4	110	102	41	1 125	1 098	0	0	0	12	463	348	11	276	232	68	1 974	1 780
	P5	4	110	93	40	1 120	1 035	0	0	0	11	424	284	11	278	245	66	1 932	1 657
	P6	4	110	103	41	1 145	1 069	0	0	0	10	394	272	9	243	216	64	1 892	1 660
	All Grades	24	660	631	255	7 015	6 849	0	0	0	80	3 048	2 321	57	1 413	1 260	416	12 136	11 061
Wan Chai	P1	13	325	328	40	1 105	1 150	0	0	0	20	820	673	12	340	322	85	2 590	2 473
	P2	13	325	334	40	1 105	1 143	0	0	0	18	757	590	14	390	381	85	2 577	2 448
	P3	12	300	306	37	1 030	1 057	0	0	0	15	608	525	14	390	370	78	2 328	2 258
	P4	12	300	312	38	1 055	1 049	0	0	0	15	621	527	14	390	357	79	2 366	2 245
	P5	12	300	306	38	1 055	1 006	0	0	0	15	614	520	6	190	178	71	2 159	2 010
	P6	13	325	330	37	1 030	993	0	0	0	16	701	520	6	190	161	72	2 246	2 004
	All Grades	75	1 875	1 916	230	6 380	6 398	0	0	0	99	4 121	3 355	66	1 890	1 769	470	14 266	13 438
Eastern	P1	18	475	439	88	2 325	2 391	7	227	204	7	323	246	35	835	687	155	4 185	3 967
	P2	18	475	435	86	2 300	2 268	7	227	204	7	277	201	21	542	491	139	3 821	3 599
	P3	16	425	363	80	2 175	2 138	7	227	206	5	183	124	21	552	507	129	3 562	3 338
	P4	15	400	375	75	2 050	2 003	6	194	168	4	166	122	21	527	466	121	3 337	3 134
	P5	15	400	381	78	2 145	2 010	6	194	171	4	151	105	26	662	618	129	3 552	3 285
	P6	15	425	366	77	2 120	2 043	6	194	156	4	156	93	26	662	612	128	3 557	3 270
	All Grades	97	2 600	2 359	484	13 115	12 853	39	1 263	1 109	32	1 256	891	150	3 780	3 381	802	22 014	20 593

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Southern	P1	5	125	124	30	795	760	8	264	239	20	511	480	47	1 040	900	110	2 735	2 503
	P2	5	125	123	31	795	763	8	264	239	20	531	495	33	827	804	97	2 542	2 424
	P3	5	125	120	28	745	696	8	264	235	20	531	488	29	714	678	90	2 379	2 217
	P4	5	125	126	29	770	723	8	264	238	18	483	442	29	703	652	89	2 345	2 181
	P5	5	125	121	27	740	651	8	264	240	18	483	431	28	692	677	86	2 304	2 120
	P6	6	150	141	30	795	738	8	264	225	11	295	224	28	683	628	83	2 187	1 956
	All Grades	31	775	755	175	4 640	4 331	48	1 584	1 416	107	2 834	2 560	194	4 659	4 339	555	14 492	13 401
Yau Tsim Mong	P1	11	275	240	70	1 925	1 979	9	265	265	4	140	140	0	0	0	94	2 605	2 624
	P2	11	275	238	66	1 825	1 888	9	261	259	4	144	142	0	0	0	90	2 505	2 527
	P3	9	225	203	63	1 750	1 821	10	285	283	4	144	142	0	0	0	86	2 404	2 449
	P4	8	200	192	60	1 735	1 792	5	165	162	4	140	141	0	0	0	77	2 240	2 287
	P5	8	200	199	58	1 705	1 771	5	165	156	3	111	111	0	0	0	74	2 181	2 237
	P6	8	210	209	58	1 705	1 779	5	165	160	3	108	108	0	0	0	74	2 188	2 256
	All Grades	55	1 385	1 281	375	10 645	11 030	43	1 306	1 285	22	787	784	0	0	0	495	14 123	14 380
Sham Shui Po	P1	14	350	332	73	2 040	2 102	10	301	276	30	1 119	927	0	0	0	127	3 810	3 637
	P2	13	325	317	72	2 010	2 096	10	305	277	33	1 263	1 028	0	0	0	128	3 903	3 718
	P3	12	300	286	67	1 885	1 936	9	314	276	26	924	811	0	0	0	114	3 423	3 309
	P4	9	240	239	66	1 910	1 979	9	314	273	26	925	765	0	0	0	110	3 389	3 256
	P5	11	330	330	66	1 945	1 938	9	304	275	27	1 004	765	0	0	0	113	3 583	3 308
	P6	12	360	354	64	1 920	1 933	9	315	290	19	712	541	0	0	0	104	3 307	3 118
	All Grades	71	1 905	1 858	408	11 710	11 984	56	1 853	1 667	161	5 947	4 837	0	0	0	696	21 415	20 346

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Kowloon City	P1	18	450	481	101	2 730	2 790	9	282	276	42	1 729	1 328	33	863	752	203	6 054	5 627
	P2	18	450	483	97	2 605	2 663	9	282	292	44	1 760	1 411	29	760	678	197	5 857	5 527
	P3	18	450	476	92	2 505	2 593	9	282	286	42	1 717	1 277	27	707	649	188	5 661	5 281
	P4	18	450	472	89	2 430	2 466	9	282	274	41	1 638	1 192	30	760	711	187	5 560	5 115
	P5	18	450	472	87	2 390	2 367	9	282	259	35	1 435	1 071	26	683	635	175	5 240	4 804
	P6	18	450	472	89	2 475	2 472	8	249	210	33	1 343	976	26	677	616	174	5 194	4 746
	All Grades	108	2 700	2 856	555	15 135	15 351	53	1 659	1 597	237	9 622	7 255	171	4 450	4 041	1 124	33 566	31 100
Wong Tai Sin	P1	4	100	97	103	2 590	2 609	0	0	0	18	686	488	0	0	0	125	3 376	3 194
	P2	4	100	98	98	2 465	2 511	0	0	0	15	579	497	0	0	0	117	3 144	3 106
	P3	4	100	98	96	2 440	2 456	0	0	0	13	484	430	0	0	0	113	3 024	2 984
	P4	3	75	70	91	2 340	2 323	0	0	0	11	433	394	0	0	0	105	2 848	2 787
	P5	3	75	78	89	2 290	2 310	0	0	0	12	444	374	0	0	0	104	2 809	2 762
	P6	2	50	52	91	2 350	2 424	0	0	0	11	423	359	0	0	0	104	2 823	2 835
	All Grades	20	500	493	568	14 475	14 633	0	0	0	80	3 049	2 542	0	0	0	668	18 024	17 668
Kwun Tong	P1	9	270	270	133	3 915	3 791	5	132	132	3	135	124	7	156	155	157	4 608	4 472
	P2	9	225	226	139	3 595	3 746	5	132	132	3	135	115	7	156	149	163	4 243	4 368
	P3	9	225	230	135	3 495	3 623	5	132	132	3	135	118	6	134	124	158	4 121	4 227
	P4	9	225	226	133	3 465	3 591	4	108	107	3	135	101	5	112	107	154	4 045	4 132
	P5	9	225	225	134	3 465	3 565	4	80	73	3	135	99	5	112	96	155	4 017	4 058
	P6	9	225	229	137	3 600	3 717	3	66	48	3	135	84	4	90	86	156	4 116	4 164
	All Grades	54	1 395	1 406	811	21 535	22 033	26	650	624	18	810	641	34	760	717	943	25 150	25 421

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Sai Kung	P1	5	125	111	86	2 125	2 081	15	480	466	1	25	10	6	164	162	113	2 919	2 830
	P2	4	100	99	79	1 975	1 952	15	480	465	1	25	8	6	164	162	105	2 744	2 686
	P3	4	100	99	74	1 850	1 762	15	480	432	1	25	16	6	164	161	100	2 619	2 470
	P4	4	100	97	72	1 775	1 694	18	558	540	1	25	8	6	164	163	101	2 622	2 502
	P5	3	75	75	72	1 750	1 680	19	584	519	1	25	3	6	164	164	101	2 598	2 441
	P6	4	100	107	75	1 825	1 733	13	386	336	1	25	4	6	164	164	99	2 500	2 344
	All Grades	24	600	588	458	11 300	10 902	95	2 968	2 758	6	150	49	36	984	976	619	16 002	15 273
Sha Tin	P1	5	125	129	160	4 190	4 275	10	325	301	12	288	287	5	150	150	192	5 078	5 142
	P2	5	125	132	149	3 915	3 997	10	325	331	12	321	305	5	150	149	181	4 836	4 914
	P3	5	125	134	137	3 640	3 668	9	292	278	11	296	283	5	150	150	167	4 503	4 513
	P4	5	125	133	132	3 495	3 570	9	292	275	10	271	255	5	150	150	161	4 333	4 383
	P5	4	100	109	127	3 365	3 435	9	292	276	11	293	262	5	150	149	156	4 200	4 231
	P6	5	125	126	127	3 410	3 482	9	292	271	10	268	259	5	150	150	156	4 245	4 288
	All Grades	29	725	763	832	22 015	22 427	56	1 818	1 732	66	1 737	1 651	30	900	898	1 013	27 195	27 471
Tai Po	P1	5	150	149	72	2 160	2 245	0	0	0	0	0	0	9	304	226	86	2 614	2 620
	P2	8	200	196	78	1 995	2 065	0	0	0	0	0	0	7	239	203	93	2 434	2 464
	P3	6	150	151	74	1 895	1 933	0	0	0	0	0	0	7	239	185	87	2 284	2 269
	P4	3	75	75	65	1 670	1 672	0	0	0	0	0	0	8	266	161	76	2 011	1 908
	P5	2	50	50	63	1 620	1 612	0	0	0	0	0	0	7	239	148	72	1 909	1 810
	P6	2	50	52	64	1 620	1 593	0	0	0	0	0	0	7	239	142	73	1 909	1 787
	All Grades	26	675	673	416	10 960	11 120	0	0	0	0	0	0	45	1 526	1 065	487	13 161	12 858

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	3	75	80	112	3 040	3 254	0	0	0	0	0	0	0	0	0	115	3 115	3 334
	P2	4	99	100	107	3 428	3 421	0	0	0	0	0	0	0	0	0	111	3 527	3 521
	P3	8	216	201	102	2 971	2 997	0	0	0	0	0	0	0	0	0	110	3 187	3 198
	P4	7	182	169	98	2 749	2 783	0	0	0	0	0	0	0	0	0	105	2 931	2 952
	P5	5	125	123	96	2 610	2 674	0	0	0	0	0	0	0	0	0	101	2 735	2 797
	P6	4	100	100	96	2 610	2 656	0	0	0	0	0	0	0	0	0	100	2 710	2 756
	All Grades	31	797	773	611	17 408	17 785	0	0	0	0	0	0	0	0	0	642	18 205	18 558
Yuen Long	P1	15	430	458	192	5 054	5 042	9	259	260	2	60	40	1	25	4	219	5 828	5 804
	P2	14	350	375	173	4 400	4 472	9	249	247	2	60	39	1	25	3	199	5 084	5 136
	P3	15	375	386	157	4 000	4 064	9	249	245	2	60	40	1	25	4	184	4 709	4 739
	P4	16	400	422	145	3 575	3 711	9	249	238	2	60	33	1	25	7	173	4 309	4 411
	P5	15	375	392	144	3 525	3 665	8	237	207	2	60	33	1	25	9	170	4 222	4 306
	P6	15	400	419	148	3 675	3 817	6	179	159	2	60	37	1	25	14	172	4 339	4 446
	All Grades	90	2 330	2 452	959	24 229	24 771	50	1 422	1 356	12	360	222	6	150	41	1 117	28 491	28 842
Tuen Mun	P1	4	100	108	155	3 920	3 920	4	132	132	1	45	14	4	88	88	168	4 285	4 262
	P2	4	100	107	142	3 615	3 670	4	132	132	1	45	10	3	66	66	154	3 958	3 985
	P3	4	100	100	128	3 245	3 249	4	132	123	1	45	14	4	96	96	141	3 618	3 582
	P4	4	100	99	114	2 940	2 975	4	132	127	1	45	14	3	72	72	126	3 289	3 287
	P5	4	100	102	110	2 800	2 703	5	132	117	1	45	11	3	72	71	123	3 149	3 004
	P6	4	100	100	109	2 820	2 749	5	132	115	1	45	9	4	96	97	123	3 193	3 070
	All Grades	24	600	616	758	19 340	19 266	26	792	746	6	270	72	21	490	490	835	21 492	21 190

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	293	66	1 805	1 853	0	0	0	1	30	9	0	0	0	77	2 110	2 155
	P2	10	275	292	66	1 805	1 843	0	0	0	2	45	24	0	0	0	78	2 125	2 159
	P3	10	275	290	63	1 730	1 759	0	0	0	2	36	16	0	0	0	75	2 041	2 065
	P4	10	275	293	64	1 755	1 802	0	0	0	2	36	15	0	0	0	76	2 066	2 110
	P5	10	275	270	63	1 730	1 756	0	0	0	2	36	23	0	0	0	75	2 041	2 049
	P6	10	275	273	63	1 750	1 784	0	0	0	1	30	14	0	0	0	74	2 055	2 071
	All Grades	60	1 650	1 711	385	10 575	10 797	0	0	0	10	213	101	0	0	0	455	12 438	12 609
Kwai Tsing	P1	0	0	0	114	3 030	2 947	3	99	93	0	0	0	11	232	233	128	3 361	3 273
	P2	0	0	0	114	3 030	2 956	3	99	79	0	0	0	5	110	112	122	3 239	3 147
	P3	0	0	0	111	3 005	2 879	3	99	94	0	0	0	4	92	90	118	3 196	3 063
	P4	0	0	0	108	2 925	2 840	3	99	96	0	0	0	0	0	0	111	3 024	2 936
	P5	0	0	0	107	2 900	2 902	3	99	96	0	0	0	0	0	0	110	2 999	2 998
	P6	0	0	0	110	2 995	2 927	3	99	91	0	0	0	0	0	0	113	3 094	3 018
	All Grades	0	0	0	664	17 885	17 451	18	594	549	0	0	0	20	434	435	702	18 913	18 435
Islands	P1	0	0	0	38	830	787	0	0	0	7	179	172	8	178	166	53	1 187	1 125
	P2	0	0	0	36	855	806	0	0	0	7	179	166	6	140	130	49	1 174	1 102
	P3	0	0	0	35	880	815	0	0	0	7	185	167	6	140	132	48	1 205	1 114
	P4	0	0	0	37	905	829	0	0	0	5	142	132	6	144	127	48	1 191	1 088
	P5	0	0	0	38	950	839	0	0	0	4	116	107	6	144	122	48	1 210	1 068
	P6	0	0	0	40	1 040	965	0	0	0	3	90	90	6	144	104	49	1 274	1 159
	All Grades	0	0	0	224	5 460	5 041	0	0	0	33	891	834	38	890	781	295	7 241	6 656

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	143	3 760	3 754	1 679	44 829	45 255	89	2 766	2 644	184	6 697	5 431	185	4 537	3 998	2 280	62 589	61 082
	P2	144	3 659	3 668	1 620	42 993	43 536	89	2 756	2 657	185	6 714	5 511	144	3 733	3 487	2 182	59 855	58 859
	P3	141	3 601	3 548	1 519	40 341	40 538	88	2 756	2 590	167	5 940	4 895	142	3 693	3 401	2 057	56 331	54 972
	P4	132	3 382	3 402	1 457	38 669	38 900	84	2 657	2 498	155	5 583	4 489	139	3 589	3 205	1 967	53 880	52 494
	P5	128	3 315	3 326	1 437	38 105	37 919	85	2 633	2 389	149	5 376	4 199	130	3 411	3 112	1 929	52 840	50 945
	P6	131	3 455	3 433	1 456	38 885	38 874	75	2 341	2 061	128	4 785	3 590	128	3 363	2 990	1 918	52 829	50 948
	All Grades	819	21 172	21 131	9 168	243 822	245 022	510	15 909	14 839	969	35 095	28 115	868	22 326	20 193	12 334	338 324	329 300

2015/16 school year

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	110	47	1 275	1 279	0	0	0	15	537	481	8	182	170	74	2 104	2 040
	P2	4	110	117	46	1 250	1 267	0	0	0	15	542	476	7	164	160	72	2 066	2 020
	P3	4	110	114	47	1 275	1 292	0	0	0	15	542	471	7	168	160	73	2 095	2 037
	P4	4	110	109	40	1 100	1 092	0	0	0	15	552	420	8	186	166	67	1 948	1 787
	P5	4	110	101	41	1 125	1 087	0	0	0	12	439	341	5	140	123	62	1 814	1 652
	P6	4	110	91	40	1 120	1 024	0	0	0	12	429	261	7	196	169	63	1 855	1 545
	All Grades	24	660	642	261	7 145	7 041	0	0	0	84	3 041	2 450	42	1 036	948	411	11 882	11 081
Wan Chai	P1	13	325	316	41	1 130	1 151	0	0	0	21	842	670	12	344	313	87	2 641	2 450
	P2	13	325	322	40	1 105	1 143	0	0	0	19	773	628	13	370	340	85	2 573	2 433
	P3	13	325	339	40	1 105	1 138	0	0	0	18	729	580	17	478	446	88	2 637	2 503
	P4	12	300	311	37	1 030	1 056	0	0	0	15	597	502	17	478	441	81	2 405	2 310
	P5	12	300	309	38	1 055	1 048	0	0	0	15	597	515	10	298	252	75	2 250	2 124
	P6	12	300	305	38	1 055	983	0	0	0	15	660	487	8	246	212	73	2 261	1 987
	All Grades	75	1 875	1 902	234	6 480	6 519	0	0	0	103	4 198	3 382	77	2 214	2 004	489	14 767	13 807
Eastern	P1	18	475	428	85	2 275	2 300	7	227	203	6	237	194	35	838	689	151	4 052	3 814
	P2	18	475	435	86	2 325	2 373	7	227	204	7	315	233	22	558	498	140	3 900	3 743
	P3	18	475	445	86	2 300	2 272	7	227	205	7	276	198	22	558	493	140	3 836	3 613
	P4	16	425	371	80	2 175	2 143	7	227	204	4	164	121	21	545	496	128	3 536	3 335
	P5	15	400	375	75	2 050	2 001	6	194	164	4	156	126	28	731	643	128	3 531	3 309
	P6	15	400	377	78	2 145	2 003	6	194	169	5	160	102	27	696	625	131	3 595	3 276
	All Grades	100	2 650	2 431	490	13 270	13 092	40	1 296	1 149	33	1 308	974	155	3 926	3 444	818	22 450	21 090

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Southern	P1	5	125	120	31	820	783	8	239	238	20	511	476	47	1 048	911	111	2 743	2 528
	P2	5	125	127	30	795	764	8	239	240	20	531	486	34	837	808	97	2 527	2 425
	P3	5	125	125	31	795	756	8	239	237	20	531	495	29	708	702	93	2 398	2 315
	P4	5	125	122	28	745	696	8	239	232	20	531	491	29	722	686	90	2 362	2 227
	P5	5	125	127	29	770	719	8	239	235	18	483	436	30	727	686	90	2 344	2 203
	P6	5	125	120	27	740	647	8	239	232	12	315	243	29	711	666	81	2 130	1 908
	All Grades	30	750	741	176	4 665	4 365	48	1 434	1 414	110	2 902	2 627	198	4 753	4 459	562	14 504	13 606
Yau Tsim Mong	P1	10	250	204	68	1 875	1 913	9	269	263	4	140	140	0	0	0	91	2 534	2 520
	P2	11	275	247	70	1 925	1 955	9	265	256	4	148	146	0	0	0	94	2 613	2 604
	P3	11	275	266	66	1 825	1 899	9	265	256	4	144	144	0	0	0	90	2 509	2 565
	P4	9	225	215	63	1 750	1 831	5	165	151	4	148	146	0	0	0	81	2 288	2 343
	P5	8	200	200	60	1 735	1 801	5	165	157	4	144	145	0	0	0	77	2 244	2 303
	P6	8	200	206	58	1 705	1 759	5	165	146	3	108	108	0	0	0	74	2 178	2 219
	All Grades	57	1 425	1 338	385	10 815	11 158	42	1 294	1 229	23	832	829	0	0	0	507	14 366	14 554
Sham Shui Po	P1	14	350	329	71	1 985	2 079	10	299	271	31	1 193	922	0	0	0	126	3 827	3 601
	P2	14	350	339	73	2 040	2 110	10	304	280	31	1 151	919	0	0	0	128	3 845	3 648
	P3	13	325	319	72	2 010	2 088	9	304	282	32	1 142	1 002	0	0	0	126	3 781	3 691
	P4	12	300	300	68	1 910	1 966	9	299	272	26	918	797	0	0	0	115	3 427	3 335
	P5	10	265	268	66	1 910	1 973	9	299	272	26	966	745	0	0	0	111	3 440	3 258
	P6	11	330	333	66	1 945	1 933	9	289	266	21	795	578	0	0	0	107	3 359	3 110
	All Grades	74	1 920	1 888	416	11 800	12 149	56	1 794	1 643	167	6 165	4 963	0	0	0	713	21 679	20 643

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Kowloon City	P1	18	450	481	99	2 655	2 703	9	282	285	42	1 777	1 326	31	819	745	199	5 983	5 540
	P2	18	450	481	101	2 680	2 749	9	282	290	43	1 783	1 326	28	745	661	199	5 940	5 507
	P3	18	450	477	95	2 580	2 673	9	282	294	45	1 895	1 386	28	746	686	195	5 953	5 516
	P4	18	450	477	92	2 505	2 603	9	282	291	43	1 808	1 261	29	754	714	191	5 799	5 346
	P5	18	450	470	90	2 430	2 489	9	282	277	40	1 677	1 190	28	728	678	185	5 567	5 104
	P6	18	450	467	87	2 390	2 347	9	282	251	35	1 456	1 018	25	653	596	174	5 231	4 679
	All Grades	108	2 700	2 853	564	15 240	15 564	54	1 692	1 688	248	10 396	7 507	169	4 445	4 080	1 143	34 473	31 692
Wong Tai Sin	P1	4	100	97	108	2 770	2 698	0	0	0	15	540	497	0	0	0	127	3 410	3 292
	P2	4	100	99	102	2 590	2 616	0	0	0	17	573	475	0	0	0	123	3 263	3 190
	P3	4	100	99	98	2 465	2 533	0	0	0	15	480	487	0	0	0	117	3 045	3 119
	P4	4	100	100	96	2 440	2 483	0	0	0	13	420	433	0	0	0	113	2 960	3 016
	P5	3	75	74	91	2 340	2 351	0	0	0	11	378	396	0	0	0	105	2 793	2 821
	P6	3	75	79	89	2 290	2 305	0	0	0	12	393	355	0	0	0	104	2 758	2 739
	All Grades	22	550	548	584	14 895	14 986	0	0	0	83	2 784	2 643	0	0	0	689	18 229	18 177
Kwun Tong	P1	9	225	230	136	3 525	3 543	5	135	127	3	135	126	7	156	154	160	4 176	4 180
	P2	9	270	262	133	3 915	3 811	5	135	131	3	135	114	7	156	156	157	4 611	4 474
	P3	9	225	226	140	3 620	3 785	5	135	132	3	135	108	7	156	158	164	4 271	4 409
	P4	9	225	226	136	3 520	3 666	5	135	130	3	135	115	6	134	136	159	4 149	4 273
	P5	9	225	225	136	3 545	3 619	4	108	107	3	135	92	6	134	131	158	4 147	4 174
	P6	9	225	227	134	3 465	3 578	4	80	71	3	135	94	5	112	115	155	4 017	4 085
	All Grades	54	1 395	1 396	815	21 590	22 002	28	728	698	18	810	649	38	848	850	953	25 371	25 595

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Sai Kung	P1	5	125	107	85	2 100	2 013	15	468	468	1	25	10	6	164	164	112	2 882	2 762
	P2	5	125	110	85	2 125	2 077	15	468	470	1	25	12	6	164	162	112	2 907	2 831
	P3	4	100	98	79	1 975	1 941	15	468	466	1	25	14	6	164	164	105	2 732	2 683
	P4	4	100	99	74	1 850	1 760	20	598	556	1	25	16	6	164	162	105	2 737	2 593
	P5	4	100	99	72	1 775	1 697	12	348	331	1	25	10	6	164	160	95	2 412	2 297
	P6	3	75	72	72	1 750	1 685	19	572	524	1	25	6	6	164	163	101	2 586	2 450
	All Grades	25	625	585	467	11 575	11 173	96	2 922	2 815	6	150	68	36	984	975	630	16 256	15 616
Sha Tin	P1	5	125	129	160	4 165	4 256	10	325	303	12	292	293	5	150	149	192	5 057	5 130
	P2	5	125	133	161	4 215	4 332	10	325	309	12	292	290	5	150	150	193	5 107	5 214
	P3	5	125	134	151	3 965	4 052	10	325	333	12	321	292	5	150	150	183	4 886	4 961
	P4	5	125	133	139	3 690	3 771	9	292	280	11	296	276	5	150	149	169	4 553	4 609
	P5	5	125	133	132	3 495	3 604	9	292	272	10	277	257	5	150	150	161	4 339	4 416
	P6	4	100	109	127	3 365	3 435	9	292	272	11	293	266	5	150	150	156	4 200	4 232
	All Grades	29	725	771	870	22 895	23 450	57	1 851	1 769	68	1 771	1 674	30	900	898	1 054	28 142	28 562
Tai Po	P1	5	150	148	71	2 130	2 259	0	0	0	0	0	0	8	253	205	84	2 533	2 612
	P2	5	150	147	73	2 190	2 267	0	0	0	0	0	0	7	233	190	85	2 573	2 604
	P3	8	200	197	78	1 995	2 067	0	0	0	0	0	0	7	233	197	93	2 428	2 461
	P4	6	150	149	75	1 920	1 962	0	0	0	0	0	0	7	233	162	88	2 303	2 273
	P5	3	75	74	65	1 670	1 704	0	0	0	0	0	0	7	212	149	75	1 957	1 927
	P6	2	50	50	62	1 595	1 618	0	0	0	0	0	0	6	188	128	70	1 833	1 796
	All Grades	29	775	765	424	11 500	11 877	0	0	0	0	0	0	42	1 352	1 031	495	13 627	13 673

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	100	106	110	2 980	3 140	0	0	0	0	0	0	0	0	0	114	3 080	3 246
	P2	3	75	80	112	3 040	3 236	0	0	0	0	0	0	0	0	0	115	3 115	3 316
	P3	4	99	99	107	3 423	3 401	0	0	0	0	0	0	0	0	0	111	3 522	3 500
	P4	8	216	202	102	2 971	2 971	0	0	0	0	0	0	0	0	0	110	3 187	3 173
	P5	7	182	175	98	2 749	2 769	0	0	0	0	0	0	0	0	0	105	2 931	2 944
	P6	5	125	123	96	2 610	2 656	0	0	0	0	0	0	0	0	0	101	2 735	2 779
	All Grades	31	797	785	625	17 773	18 173	0	0	0	0	0	0	0	0	0	656	18 570	18 958
Yuen Long	P1	15	425	461	184	4 895	4 873	8	232	233	2	60	36	1	25	4	210	5 637	5 607
	P2	15	430	453	187	5 004	5 069	9	249	258	2	60	40	1	25	4	214	5 768	5 824
	P3	14	350	370	173	4 400	4 478	9	249	247	2	60	37	1	25	3	199	5 084	5 135
	P4	15	375	387	160	4 000	4 107	9	249	243	2	60	38	1	25	4	187	4 709	4 779
	P5	16	400	423	147	3 625	3 757	9	249	234	2	60	30	1	25	7	175	4 359	4 451
	P6	15	375	393	145	3 550	3 658	8	237	203	2	60	31	1	25	9	171	4 247	4 294
	All Grades	90	2 355	2 487	996	25 474	25 942	52	1 465	1 418	12	360	212	6	150	31	1 156	29 804	30 090
Tuen Mun	P1	4	100	105	152	3 840	3 932	4	132	132	1	45	16	3	66	66	164	4 183	4 251
	P2	4	100	106	154	3 920	3 886	4	132	132	1	45	12	4	88	88	167	4 285	4 224
	P3	4	100	105	145	3 615	3 664	4	132	132	1	45	7	3	72	72	157	3 964	3 980
	P4	4	100	101	127	3 245	3 278	4	132	121	1	45	11	4	96	96	140	3 618	3 607
	P5	4	100	101	116	2 940	2 966	4	132	122	1	45	15	3	72	72	128	3 289	3 276
	P6	4	100	102	110	2 800	2 687	4	132	116	2	45	10	4	96	97	124	3 173	3 012
	All Grades	24	600	620	804	20 360	20 413	24	792	755	7	270	71	21	490	491	880	22 512	22 350

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	288	67	1 830	1 901	0	0	0	1	30	11	0	0	0	78	2 135	2 200
	P2	10	275	292	66	1 805	1 860	0	0	0	1	30	9	0	0	0	77	2 110	2 161
	P3	10	275	286	66	1 805	1 864	0	0	0	1	30	15	0	0	0	77	2 110	2 165
	P4	10	275	288	64	1 755	1 795	0	0	0	1	30	14	0	0	0	75	2 060	2 097
	P5	10	275	291	65	1 780	1 824	0	0	0	1	30	14	0	0	0	76	2 085	2 129
	P6	10	275	269	63	1 730	1 747	0	0	0	1	30	18	0	0	0	74	2 035	2 034
	All Grades	60	1 650	1 714	391	10 705	10 991	0	0	0	6	180	81	0	0	0	457	12 535	12 786
Kwai Tsing	P1	0	0	0	116	3 130	3 063	3	99	96	0	0	0	9	190	198	128	3 419	3 357
	P2	0	0	0	114	3 030	2 973	3	99	92	0	0	0	6	132	134	123	3 261	3 199
	P3	0	0	0	114	3 030	2 995	3	99	77	0	0	0	5	115	113	122	3 244	3 185
	P4	0	0	0	111	3 005	2 921	3	99	92	0	0	0	0	0	0	114	3 104	3 013
	P5	0	0	0	108	2 925	2 866	3	99	99	0	0	0	0	0	0	111	3 024	2 965
	P6	0	0	0	107	2 900	2 890	3	99	86	0	0	0	0	0	0	110	2 999	2 976
	All Grades	0	0	0	670	18 020	17 708	18	594	542	0	0	0	20	437	445	708	19 051	18 695
Islands	P1	0	0	0	39	955	852	0	0	0	8	217	191	7	163	147	54	1 335	1 190
	P2	0	0	0	37	830	789	0	0	0	7	185	152	6	144	128	50	1 159	1 069
	P3	0	0	0	36	855	813	0	0	0	7	179	153	6	144	127	49	1 178	1 093
	P4	0	0	0	35	880	812	0	0	0	7	173	149	6	148	126	48	1 201	1 087
	P5	0	0	0	37	905	836	0	0	0	6	153	128	6	148	128	49	1 206	1 092
	P6	0	0	0	38	950	835	0	0	0	3	90	90	6	148	127	47	1 188	1 052
	All Grades	0	0	0	222	5 375	4 937	0	0	0	38	997	863	37	895	783	297	7 267	6 583

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	143	3 710	3 659	1 670	44 335	44 738	88	2 707	2 619	182	6 581	5 389	179	4 398	3 915	2 262	61 731	60 320
	P2	143	3 760	3 750	1 670	44 784	45 277	89	2 725	2 662	183	6 588	5 318	146	3 766	3 479	2 231	61 623	60 486
	P3	144	3 659	3 699	1 624	43 038	43 711	88	2 725	2 661	183	6 534	5 389	143	3 717	3 471	2 182	59 673	58 931
	P4	141	3 601	3 590	1 527	40 491	40 913	88	2 717	2 572	166	5 902	4 790	139	3 635	3 338	2 061	56 346	55 203
	P5	133	3 407	3 445	1 466	38 824	39 111	78	2 407	2 270	154	5 565	4 440	135	3 529	3 179	1 966	53 732	52 445
	P6	128	3 315	3 323	1 437	38 105	37 790	84	2 581	2 336	138	4 994	3 667	129	3 385	3 057	1 916	52 380	50 173
	All Grades	832	21 452	21 466	9 394	249 577	251 540	515	15 862	15 120	1 006	36 164	28 993	871	22 430	20 439	12 618	345 485	337 558

2016/17 school year

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	119	49	1 325	1 357	0	0	0	16	624	468	9	192	194	78	2 251	2 138
	P2	4	110	110	47	1 275	1 281	0	0	0	14	555	449	13	306	280	78	2 246	2 120
	P3	4	110	115	46	1 250	1 267	0	0	0	15	594	465	11	282	257	76	2 236	2 104
	P4	4	110	114	47	1 275	1 296	0	0	0	15	582	448	9	246	222	75	2 213	2 080
	P5	4	110	108	40	1 100	1 083	0	0	0	14	554	399	9	248	225	67	2 012	1 815
	P6	4	110	101	41	1 125	1 077	0	0	0	12	454	320	9	252	206	66	1 941	1 704
	All Grades	24	660	667	270	7 350	7 361	0	0	0	86	3 363	2 549	60	1 526	1 384	440	12 899	11 961
Wan Chai	P1	15	375	367	38	1 035	1 036	0	0	0	20	806	606	12	344	326	85	2 560	2 335
	P2	17	425	401	37	1 010	1 005	0	0	0	19	774	633	13	370	339	86	2 579	2 378
	P3	17	425	410	36	985	1 012	0	0	0	19	767	614	13	370	335	85	2 547	2 371
	P4	17	425	422	36	985	1 002	0	0	0	17	629	573	14	405	357	84	2 444	2 354
	P5	15	375	378	33	910	917	0	0	0	15	582	486	6	190	167	69	2 057	1 948
	P6	15	375	364	34	935	908	0	0	0	15	660	499	6	190	161	70	2 160	1 932
	All Grades	96	2 400	2 342	214	5 860	5 880	0	0	0	105	4 218	3 411	64	1 869	1 685	479	14 347	13 318
Eastern	P1	14	375	363	91	2 470	2 458	7	227	211	6	237	192	32	793	684	150	4 102	3 908
	P2	14	375	354	88	2 395	2 421	7	227	197	5	225	172	20	508	487	134	3 730	3 631
	P3	14	375	364	89	2 420	2 467	7	227	200	8	321	228	20	508	466	138	3 851	3 725
	P4	14	375	380	88	2 395	2 413	7	227	203	6	246	187	19	495	449	134	3 738	3 632
	P5	13	350	317	84	2 295	2 258	7	227	199	4	156	115	26	670	625	134	3 698	3 514
	P6	12	325	316	79	2 170	2 108	6	194	162	5	166	125	27	695	603	129	3 550	3 314
	All Grades	81	2 175	2 094	519	14 145	14 125	41	1 329	1 172	34	1 351	1 019	144	3 669	3 314	819	22 669	21 724

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Southern	P1	5	125	125	30	795	737	9	252	252	20	538	500	49	1 112	1 062	113	2 822	2 676
	P2	5	125	120	31	820	772	8	239	239	20	531	496	31	754	754	95	2 469	2 381
	P3	5	125	124	30	795	762	8	239	240	20	531	488	31	759	747	94	2 449	2 361
	P4	5	125	118	31	795	760	8	239	235	20	486	492	31	771	744	95	2 416	2 349
	P5	5	125	120	28	745	694	8	239	225	20	486	482	32	777	738	93	2 372	2 259
	P6	5	125	127	29	770	718	8	239	221	12	315	254	30	736	695	84	2 185	2 015
	All Grades	30	750	734	179	4 720	4 443	49	1 447	1 412	112	2 887	2 712	204	4 909	4 740	574	14 713	14 041
Yau Tsim Mong	P1	10	250	229	71	1 925	1 988	9	269	253	4	140	140	0	0	0	94	2 584	2 610
	P2	10	250	209	68	1 875	1 909	9	269	261	4	144	145	0	0	0	91	2 538	2 524
	P3	11	275	250	70	1 925	1 974	9	269	252	4	148	146	0	0	0	94	2 617	2 622
	P4	11	275	271	66	1 825	1 907	5	165	158	4	148	146	0	0	0	86	2 413	2 482
	P5	9	225	226	63	1 750	1 831	5	165	147	4	148	147	0	0	0	81	2 288	2 351
	P6	8	200	200	60	1 735	1 780	5	165	150	4	148	147	0	0	0	77	2 248	2 277
	All Grades	59	1 475	1 385	398	11 035	11 389	42	1 302	1 221	24	876	871	0	0	0	523	14 688	14 866
Sham Shui Po	P1	13	325	316	71	1 985	2 082	9	282	282	30	1 158	921	0	0	0	123	3 750	3 601
	P2	14	350	340	71	1 985	2 085	9	282	278	30	1 131	886	0	0	0	124	3 748	3 589
	P3	14	350	351	74	2 065	2 128	9	282	282	32	1 112	896	0	0	0	129	3 809	3 657
	P4	13	325	333	73	2 035	2 126	9	282	281	31	1 108	975	0	0	0	126	3 750	3 715
	P5	13	325	331	68	1 910	1 967	9	277	268	26	969	780	0	0	0	116	3 481	3 346
	P6	10	265	276	66	1 910	1 974	9	277	271	19	702	552	0	0	0	104	3 154	3 073
	All Grades	77	1 940	1 947	423	11 890	12 362	54	1 682	1 662	168	6 180	5 010	0	0	0	722	21 692	20 981

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Kowloon City	P1	18	450	485	103	2 805	2 910	9	282	284	43	1 765	1 331	33	864	783	206	6 166	5 793
	P2	18	450	482	107	2 905	2 970	9	282	290	41	1 711	1 290	28	740	651	203	6 088	5 683
	P3	18	450	481	111	3 000	3 079	9	282	288	42	1 731	1 305	27	716	655	207	6 179	5 808
	P4	18	450	480	105	2 850	2 952	9	282	294	45	1 876	1 376	31	799	776	208	6 257	5 878
	P5	18	450	480	103	2 775	2 869	9	282	292	42	1 708	1 241	29	748	704	201	5 963	5 586
	P6	18	450	464	97	2 625	2 670	9	282	267	40	1 586	1 128	27	708	659	191	5 651	5 188
	All Grades	108	2 700	2 872	626	16 960	17 450	54	1 692	1 715	253	10 377	7 671	175	4 575	4 228	1 216	36 304	33 936
Wong Tai Sin	P1	4	100	92	100	2 545	2 443	0	0	0	15	540	496	0	0	0	119	3 185	3 031
	P2	4	100	92	98	2 470	2 418	0	0	0	15	543	481	0	0	0	117	3 113	2 991
	P3	4	100	95	90	2 270	2 315	0	0	0	16	554	464	0	0	0	110	2 924	2 874
	P4	4	100	100	88	2 220	2 321	0	0	0	15	542	479	0	0	0	107	2 862	2 900
	P5	4	100	100	88	2 220	2 265	0	0	0	12	418	421	0	0	0	104	2 738	2 786
	P6	3	75	74	84	2 145	2 159	0	0	0	11	378	372	0	0	0	98	2 598	2 605
	All Grades	23	575	553	548	13 870	13 921	0	0	0	84	2 975	2 713	0	0	0	655	17 420	17 187
Kwun Tong	P1	9	225	233	133	3 470	3 503	5	135	131	3	135	123	7	166	164	157	4 131	4 154
	P2	9	225	238	136	3 550	3 619	5	135	132	3	135	117	7	166	161	160	4 211	4 267
	P3	9	270	267	134	3 940	3 907	5	135	130	3	135	108	7	166	162	158	4 646	4 574
	P4	9	225	240	143	3 700	3 886	5	135	133	3	135	106	7	166	159	167	4 361	4 524
	P5	9	225	236	139	3 630	3 759	5	135	129	3	135	113	7	166	158	163	4 291	4 395
	P6	9	225	228	136	3 545	3 641	4	108	107	3	135	86	6	146	135	158	4 159	4 197
	All Grades	54	1 395	1 442	821	21 835	22 315	29	783	762	18	810	653	41	976	939	963	25 799	26 111

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Sai Kung	P1	5	125	117	87	2 150	2 055	15	478	453	3	60	37	6	164	163	116	2 977	2 825
	P2	5	125	102	85	2 100	2 002	15	478	470	2	35	25	6	164	164	113	2 902	2 763
	P3	5	125	113	85	2 125	2 077	16	478	471	2	35	28	6	164	162	114	2 927	2 851
	P4	4	100	99	79	1 975	1 956	19	582	550	2	35	25	6	164	164	110	2 856	2 794
	P5	4	100	98	74	1 850	1 768	14	410	365	1	25	20	6	164	163	99	2 549	2 414
	P6	4	100	100	71	1 775	1 694	18	556	511	1	25	9	6	164	161	100	2 620	2 475
	All Grades	27	675	629	481	11 975	11 552	97	2 982	2 820	11	215	144	36	984	977	652	16 831	16 122
Sha Tin	P1	4	100	106	161	4 240	4 400	10	325	316	12	292	297	5	150	150	192	5 107	5 269
	P2	5	125	134	160	4 190	4 304	10	325	317	12	292	298	5	150	150	192	5 082	5 203
	P3	5	125	132	161	4 240	4 398	10	325	317	12	292	286	5	150	150	193	5 132	5 283
	P4	5	125	132	151	3 990	4 143	10	325	325	11	296	286	5	150	150	182	4 886	5 036
	P5	5	125	134	141	3 740	3 821	9	292	285	11	302	274	5	150	149	171	4 609	4 663
	P6	5	125	133	132	3 495	3 598	9	292	270	11	293	277	5	150	149	162	4 355	4 427
	All Grades	29	725	771	906	23 895	24 664	58	1 884	1 830	69	1 767	1 718	30	900	898	1 092	29 171	29 881
Tai Po	P1	5	160	158	72	2 304	2 448	0	0	0	5	145	107	11	319	265	93	2 928	2 978
	P2	5	150	153	71	2 130	2 241	0	0	0	1	29	24	8	263	199	85	2 572	2 617
	P3	5	150	155	73	2 190	2 290	0	0	0	1	29	27	8	263	197	87	2 632	2 669
	P4	7	175	191	78	1 995	2 087	0	0	0	0	0	0	8	263	184	93	2 433	2 462
	P5	5	125	145	75	1 920	1 973	0	0	0	0	0	0	7	218	161	87	2 263	2 279
	P6	3	75	76	65	1 670	1 700	0	0	0	0	0	0	8	245	133	76	1 990	1 909
	All Grades	30	835	878	434	12 209	12 739	0	0	0	7	203	158	50	1 571	1 139	521	14 818	14 914

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	5	140	141	105	3 143	3 293	0	0	0	0	0	0	0	0	0	110	3 283	3 434
	P2	4	100	105	110	2 980	3 126	0	0	0	0	0	0	0	0	0	114	3 080	3 231
	P3	3	75	80	112	3 040	3 230	0	0	0	0	0	0	0	0	0	115	3 115	3 310
	P4	4	99	99	108	3 428	3 417	0	0	0	0	0	0	0	0	0	112	3 527	3 516
	P5	8	216	206	102	2 971	2 963	0	0	0	0	0	0	0	0	0	110	3 187	3 169
	P6	7	182	173	98	2 749	2 763	0	0	0	0	0	0	0	0	0	105	2 931	2 936
	All Grades	31	812	804	635	18 311	18 792	0	0	0	0	0	0	0	0	0	666	19 123	19 596
Yuen Long	P1	15	430	453	183	4 922	5 035	8	259	234	7	280	153	0	0	0	213	5 891	5 875
	P2	15	425	458	181	4 843	4 869	8	259	234	2	60	39	1	25	2	207	5 612	5 602
	P3	15	430	456	188	5 004	5 074	9	280	257	2	60	40	1	25	5	215	5 799	5 832
	P4	14	350	368	176	4 400	4 538	9	280	243	2	60	37	0	0	0	201	5 090	5 186
	P5	15	375	390	161	4 025	4 143	9	280	236	2	60	38	1	25	7	188	4 765	4 814
	P6	16	400	419	148	3 650	3 790	9	280	232	2	60	25	1	25	7	176	4 415	4 473
	All Grades	90	2 410	2 544	1 037	26 844	27 449	52	1 638	1 436	17	580	332	4	100	21	1 200	31 572	31 782
Tuen Mun	P1	4	100	103	147	3 770	3 923	4	132	132	1	45	13	4	88	88	160	4 135	4 259
	P2	4	100	103	150	3 840	3 888	4	132	130	1	45	13	3	66	65	162	4 183	4 199
	P3	4	100	103	154	3 920	3 845	4	132	132	1	45	11	4	96	96	167	4 293	4 187
	P4	4	100	104	145	3 615	3 697	4	132	132	1	45	9	3	72	72	157	3 964	4 014
	P5	4	100	100	129	3 245	3 299	4	132	122	1	45	10	4	96	96	142	3 618	3 627
	P6	4	100	100	116	2 940	2 955	4	132	119	2	30	12	4	96	97	130	3 298	3 283
	All Grades	24	600	613	841	21 330	21 607	24	792	767	7	255	68	22	514	514	918	23 491	23 569

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	288	70	1 905	1 930	0	0	0	1	30	6	0	0	0	81	2 210	2 224
	P2	10	275	287	67	1 830	1 919	0	0	0	1	30	18	0	0	0	78	2 135	2 224
	P3	10	275	291	66	1 805	1 886	0	0	0	1	30	14	0	0	0	77	2 110	2 191
	P4	10	275	287	67	1 830	1 891	0	0	0	1	30	15	0	0	0	78	2 135	2 193
	P5	10	275	282	65	1 780	1 834	0	0	0	1	30	17	0	0	0	76	2 085	2 133
	P6	10	275	290	65	1 780	1 818	0	0	0	1	30	12	0	0	0	76	2 085	2 120
	All Grades	60	1 650	1 725	400	10 930	11 278	0	0	0	6	180	82	0	0	0	466	12 760	13 085
Kwai Tsing	P1	0	0	0	119	3 205	3 160	3	99	94	0	0	0	9	199	192	131	3 503	3 446
	P2	0	0	0	116	3 130	3 107	3	99	94	0	0	0	5	115	113	124	3 344	3 314
	P3	0	0	0	114	3 030	3 027	3	99	82	0	0	0	6	138	137	123	3 267	3 246
	P4	0	0	0	114	3 030	3 015	3	99	80	0	0	0	0	0	0	117	3 129	3 095
	P5	0	0	0	111	3 005	2 971	3	99	87	0	0	0	0	0	0	114	3 104	3 058
	P6	0	0	0	108	2 925	2 880	3	99	92	0	0	0	0	0	0	111	3 024	2 972
	All Grades	0	0	0	682	18 325	18 160	18	594	529	0	0	0	20	452	442	720	19 371	19 131
Islands	P1	0	0	0	43	1 030	926	0	0	0	9	237	232	7	163	147	59	1 430	1 305
	P2	0	0	0	38	955	849	0	0	0	9	217	188	6	144	142	53	1 316	1 179
	P3	0	0	0	36	830	780	0	0	0	8	189	163	6	144	127	50	1 163	1 070
	P4	0	0	0	36	855	809	0	0	0	6	162	148	6	148	125	48	1 165	1 082
	P5	0	0	0	35	880	803	0	0	0	7	169	146	6	148	134	48	1 197	1 083
	P6	0	0	0	37	905	828	0	0	0	4	120	119	6	148	137	47	1 173	1 084
	All Grades	0	0	0	225	5 455	4 995	0	0	0	43	1 094	996	37	895	812	305	7 444	6 803

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	140	3 665	3 695	1 673	45 024	45 684	88	2 740	2 642	195	7 032	5 622	184	4 554	4 218	2 280	63 015	61 861
	P2	143	3 710	3 688	1 661	44 283	44 785	87	2 727	2 642	179	6 457	5 274	146	3 771	3 507	2 216	60 948	59 896
	P3	143	3 760	3 787	1 669	44 834	45 518	89	2 748	2 651	186	6 573	5 283	145	3 781	3 496	2 232	61 696	60 735
	P4	143	3 634	3 738	1 631	43 198	44 216	88	2 748	2 634	179	6 380	5 302	139	3 679	3 402	2 180	59 639	59 292
	P5	141	3 601	3 651	1 539	40 751	41 218	82	2 538	2 355	163	5 787	4 689	138	3 600	3 327	2 063	56 277	55 240
	P6	133	3 407	3 441	1 466	38 849	39 061	84	2 624	2 402	142	5 102	3 937	135	3 555	3 143	1 960	53 537	51 984
	All Grades	843	21 777	22 000	9 639	256 939	260 482	518	16 125	15 326	1 044	37 331	30 107	887	22 940	21 093	12 931	355 112	349 008

2017/18 school year

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	116	49	1 325	1 365	0	0	0	16	599	494	11	211	187	80	2 245	2 162
	P2	4	110	119	49	1 325	1 336	0	0	0	14	555	435	10	264	252	77	2 254	2 142
	P3	4	110	110	47	1 275	1 270	0	0	0	14	550	421	10	264	231	75	2 199	2 032
	P4	4	110	117	46	1 250	1 265	0	0	0	15	597	437	9	246	211	74	2 203	2 030
	P5	4	110	115	47	1 275	1 279	0	0	0	15	569	417	8	228	196	74	2 182	2 007
	P6	4	110	108	40	1 100	1 058	0	0	0	14	552	371	8	228	197	66	1 990	1 734
	All Grades	24	660	685	278	7 550	7 573	0	0	0	88	3 422	2 575	56	1 441	1 274	446	13 073	12 107
Wan Chai	P1	18	450	434	38	1 035	1 052	0	0	0	22	906	701	13	340	317	91	2 731	2 504
	P2	15	375	367	38	1 035	1 040	0	0	0	18	729	584	12	340	326	83	2 479	2 317
	P3	17	425	406	37	1 010	1 006	0	0	0	20	816	617	12	340	316	86	2 591	2 345
	P4	17	425	416	36	985	1 000	0	0	0	18	719	601	13	375	316	84	2 504	2 333
	P5	17	425	421	36	985	992	0	0	0	17	689	542	9	275	222	79	2 374	2 177
	P6	15	375	372	33	910	897	0	0	0	15	658	471	6	190	165	69	2 133	1 905
	All Grades	99	2 475	2 416	218	5 960	5 987	0	0	0	110	4 517	3 516	65	1 860	1 662	492	14 812	13 581
Eastern	P1	14	375	377	92	2 495	2 546	7	227	211	6	237	203	30	772	707	149	4 106	4 044
	P2	14	375	362	91	2 470	2 459	7	227	211	5	225	175	21	538	504	138	3 835	3 711
	P3	14	375	367	88	2 395	2 422	7	227	198	6	237	162	21	538	500	136	3 772	3 649
	P4	14	375	372	89	2 420	2 455	7	227	205	7	313	218	20	525	498	137	3 860	3 748
	P5	14	375	378	88	2 395	2 400	7	227	197	6	230	163	25	665	606	140	3 892	3 744
	P6	13	350	317	84	2 295	2 240	7	227	198	5	154	102	27	699	642	136	3 725	3 499
	All Grades	83	2 225	2 173	532	14 470	14 522	42	1 362	1 220	35	1 396	1 023	144	3 737	3 457	836	23 190	22 395

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Southern	P1	5	125	128	32	845	799	9	252	251	22	571	543	54	1 179	1 129	122	2 972	2 850
	P2	5	125	128	30	795	720	9	252	252	21	539	512	37	894	838	102	2 605	2 450
	P3	5	125	116	31	820	748	8	239	240	21	534	494	34	821	806	99	2 539	2 404
	P4	5	125	126	30	795	749	8	239	235	21	498	491	33	826	783	97	2 483	2 384
	P5	5	125	123	31	795	754	8	239	235	21	495	482	32	799	761	97	2 453	2 355
	P6	5	125	120	28	745	687	8	239	206	13	317	278	30	766	728	84	2 192	2 019
	All Grades	30	750	741	182	4 795	4 457	50	1 460	1 419	119	2 954	2 800	220	5 285	5 045	601	15 244	14 462
Yau Tsim Mong	P1	10	250	225	71	1 950	2 015	9	269	264	5	160	148	0	0	0	95	2 629	2 652
	P2	10	250	229	70	1 925	1 997	9	269	260	4	144	145	0	0	0	93	2 588	2 631
	P3	10	250	212	68	1 875	1 920	9	269	258	4	148	147	0	0	0	91	2 542	2 537
	P4	11	275	270	70	1 925	1 989	5	165	155	4	148	147	0	0	0	90	2 513	2 561
	P5	11	275	273	66	1 825	1 917	5	165	153	4	148	148	0	0	0	86	2 413	2 491
	P6	9	225	228	63	1 750	1 812	5	165	144	4	148	147	0	0	0	81	2 288	2 331
	All Grades	61	1 525	1 437	408	11 250	11 650	42	1 302	1 234	25	896	882	0	0	0	536	14 973	15 203
Sham Shui Po	P1	13	429	322	72	2 343	2 287	10	292	284	28	1 032	924	14	308	302	137	4 404	4 119
	P2	13	325	322	71	1 985	2 115	10	288	276	30	1 075	872	6	138	139	130	3 811	3 724
	P3	14	350	358	71	1 985	2 110	9	292	274	28	941	828	6	138	135	128	3 706	3 705
	P4	14	350	372	74	2 065	2 165	9	292	281	30	1 017	885	6	144	146	133	3 868	3 849
	P5	13	325	351	73	2 035	2 163	9	284	280	31	1 134	947	5	120	119	131	3 898	3 860
	P6	13	325	349	68	1 910	1 974	9	288	269	20	706	586	5	120	107	115	3 349	3 285
	All Grades	80	2 104	2 074	429	12 323	12 814	56	1 736	1 664	167	5 905	5 042	42	968	948	774	23 036	22 542

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Kowloon City	P1	18	485	520	103	2 934	3 018	9	282	282	50	2 062	1 488	34	886	826	214	6 649	6 134
	P2	18	450	478	103	2 805	2 905	9	282	292	47	1 849	1 366	28	730	679	205	6 116	5 720
	P3	18	450	477	107	2 905	2 994	9	282	294	44	1 777	1 317	28	725	650	206	6 139	5 732
	P4	18	450	476	110	2 975	3 088	9	282	296	41	1 648	1 296	26	700	653	204	6 055	5 809
	P5	18	450	476	106	2 850	2 952	9	282	293	46	1 753	1 359	25	675	641	204	6 010	5 721
	P6	18	450	469	103	2 775	2 836	9	282	282	42	1 630	1 228	24	661	606	196	5 798	5 421
	All Grades	108	2 735	2 896	632	17 244	17 793	54	1 692	1 739	270	10 719	8 054	164	4 377	4 055	1 228	36 767	34 537
Wong Tai Sin	P1	4	100	96	103	2 620	2 584	0	0	0	14	493	465	0	0	0	121	3 213	3 145
	P2	4	100	96	100	2 545	2 490	0	0	0	15	538	485	0	0	0	119	3 183	3 071
	P3	4	100	94	97	2 470	2 439	0	0	0	14	499	465	0	0	0	115	3 069	2 998
	P4	4	100	99	90	2 270	2 364	0	0	0	15	555	456	0	0	0	109	2 925	2 919
	P5	4	100	102	90	2 245	2 344	0	0	0	14	493	460	0	0	0	108	2 838	2 906
	P6	4	100	100	88	2 220	2 286	0	0	0	12	409	394	0	0	0	104	2 729	2 780
	All Grades	24	600	587	568	14 370	14 507	0	0	0	84	2 987	2 725	0	0	0	676	17 957	17 819
Kwun Tong	P1	9	225	243	150	3 945	4 020	5	132	132	3	135	124	7	166	157	174	4 603	4 676
	P2	9	225	235	135	3 520	3 601	5	132	129	3	135	112	7	166	161	159	4 178	4 238
	P3	9	225	237	139	3 630	3 749	5	132	130	3	135	119	7	166	160	163	4 288	4 395
	P4	9	270	272	136	3 995	4 059	5	132	130	3	135	96	7	166	166	160	4 698	4 723
	P5	9	225	240	146	3 790	3 990	5	132	128	3	135	103	7	166	161	170	4 448	4 622
	P6	9	225	235	141	3 660	3 820	5	132	126	3	135	109	7	166	164	165	4 318	4 454
	All Grades	54	1 395	1 462	847	22 540	23 239	30	792	775	18	810	663	42	996	969	991	26 533	27 108

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Sai Kung	P1	5	125	119	93	2 325	2 255	15	478	474	4	70	51	6	164	163	123	3 162	3 062
	P2	5	125	114	87	2 150	2 030	15	478	461	3	60	33	6	164	165	116	2 977	2 803
	P3	5	125	102	85	2 100	2 015	15	478	474	2	35	27	6	164	164	113	2 902	2 782
	P4	5	125	114	85	2 125	2 086	20	582	571	3	60	33	6	164	165	119	3 056	2 969
	P5	4	100	99	79	1 975	1 959	13	384	363	3	65	33	6	164	162	105	2 688	2 616
	P6	4	100	100	74	1 850	1 766	20	608	553	2	50	23	6	164	160	106	2 772	2 602
	All Grades	28	700	648	503	12 525	12 111	98	3 008	2 896	17	340	200	36	984	979	682	17 557	16 834
Sha Tin	P1	5	125	130	172	4 968	4 999	10	325	324	12	298	298	5	150	149	204	5 866	5 900
	P2	4	100	108	164	4 315	4 539	10	325	322	12	298	298	5	150	150	195	5 188	5 417
	P3	5	125	134	161	4 240	4 444	10	325	322	12	292	291	5	150	150	193	5 132	5 341
	P4	5	125	135	162	4 265	4 499	10	325	314	11	296	280	5	150	149	193	5 161	5 377
	P5	5	125	135	152	3 990	4 199	10	325	321	11	302	279	5	150	150	183	4 892	5 084
	P6	5	125	135	141	3 740	3 821	9	292	280	11	293	277	5	150	150	171	4 600	4 663
	All Grades	29	725	777	952	25 518	26 501	59	1 917	1 883	69	1 779	1 723	30	900	898	1 139	30 839	31 782
Tai Po	P1	4	132	136	74	2 442	2 505	0	0	0	4	128	100	14	387	305	96	3 089	3 046
	P2	5	160	164	72	2 304	2 431	0	0	0	4	128	101	9	289	218	90	2 881	2 914
	P3	5	150	156	71	2 130	2 247	0	0	0	2	64	27	8	265	199	86	2 609	2 629
	P4	5	150	155	73	2 190	2 318	0	0	0	1	32	32	8	265	193	87	2 637	2 698
	P5	7	175	182	78	1 995	2 090	0	0	0	0	0	0	8	265	177	93	2 435	2 449
	P6	5	125	143	75	1 920	1 968	0	0	0	0	0	0	7	220	145	87	2 265	2 256
	All Grades	31	892	936	443	12 981	13 559	0	0	0	11	352	260	54	1 691	1 237	539	15 916	15 992

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	7	196	191	109	3 255	3 409	0	0	0	0	0	0	0	0	0	116	3 451	3 600
	P2	5	140	134	106	3 171	3 290	0	0	0	0	0	0	0	0	0	111	3 311	3 424
	P3	4	100	102	111	3 005	3 152	0	0	0	0	0	0	0	0	0	115	3 105	3 254
	P4	3	75	77	112	3 040	3 196	0	0	0	0	0	0	0	0	0	115	3 115	3 273
	P5	4	99	99	107	3 428	3 400	0	0	0	0	0	0	0	0	0	111	3 527	3 499
	P6	8	216	204	102	2 971	2 948	0	0	0	0	0	0	0	0	0	110	3 187	3 152
	All Grades	31	826	807	647	18 870	19 395	0	0	0	0	0	0	0	0	0	678	19 696	20 202
Yuen Long	P1	16	483	510	183	5 035	5 111	9	259	255	6	236	136	1	25	2	215	6 038	6 014
	P2	15	430	449	183	4 921	4 969	8	241	229	7	280	158	0	0	0	213	5 872	5 805
	P3	15	425	459	181	4 845	4 873	8	241	230	2	60	40	1	25	2	207	5 596	5 604
	P4	15	430	455	190	5 004	5 084	9	259	256	2	60	40	1	25	2	217	5 778	5 837
	P5	14	350	367	178	4 450	4 570	9	259	243	2	60	36	1	25	3	204	5 144	5 219
	P6	15	375	389	161	4 025	4 133	9	259	236	2	60	36	1	25	7	188	4 744	4 801
	All Grades	90	2 493	2 629	1 076	28 280	28 740	52	1 518	1 449	21	756	446	5	125	16	1 244	33 172	33 280
Tuen Mun	P1	4	100	105	150	4 015	4 095	4	132	132	1	45	14	4	88	88	163	4 380	4 434
	P2	4	100	104	148	3 770	3 809	4	132	131	1	45	17	4	96	95	161	4 143	4 156
	P3	4	100	101	149	3 790	3 828	4	132	129	1	45	11	3	72	71	161	4 139	4 140
	P4	4	100	102	153	3 920	3 834	4	132	132	1	45	7	4	96	96	166	4 293	4 171
	P5	4	100	102	145	3 615	3 663	4	132	129	1	45	15	3	72	72	157	3 964	3 981
	P6	4	100	99	129	3 245	3 283	4	132	121	1	30	4	6	120	121	144	3 627	3 628
	All Grades	24	600	613	874	22 355	22 512	24	792	774	6	255	68	24	544	543	952	24 546	24 510

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	300	313	72	2 085	2 096	0	0	0	1	30	11	0	0	0	83	2 415	2 420
	P2	10	275	286	70	1 905	1 946	0	0	0	1	30	14	0	0	0	81	2 210	2 246
	P3	10	275	288	67	1 830	1 902	0	0	0	1	30	20	0	0	0	78	2 135	2 210
	P4	10	275	285	67	1 830	1 912	0	0	0	1	30	12	0	0	0	78	2 135	2 209
	P5	10	275	284	68	1 855	1 916	0	0	0	1	30	18	0	0	0	79	2 160	2 218
	P6	10	275	281	65	1 780	1 821	0	0	0	1	30	16	0	0	0	76	2 085	2 118
	All Grades	60	1 675	1 737	409	11 285	11 593	0	0	0	6	180	91	0	0	0	475	13 140	13 421
Kwai Tsing	P1	0	0	0	128	3 380	3 371	3	99	85	0	0	0	0	0	0	131	3 479	3 456
	P2	0	0	0	119	3 205	3 140	3	99	99	0	0	0	0	0	0	122	3 304	3 239
	P3	0	0	0	116	3 130	3 103	3	99	97	0	0	0	0	0	0	119	3 229	3 200
	P4	0	0	0	113	3 030	3 070	3	99	88	0	0	0	0	0	0	116	3 129	3 158
	P5	0	0	0	113	3 030	3 066	3	99	83	0	0	0	0	0	0	116	3 129	3 149
	P6	0	0	0	111	3 005	2 992	3	99	85	0	0	0	0	0	0	114	3 104	3 077
	All Grades	0	0	0	700	18 780	18 742	18	594	537	0	0	0	0	0	0	718	19 374	19 279
Islands	P1	0	0	0	47	1 130	999	0	0	0	10	242	222	7	165	162	64	1 537	1 383
	P2	0	0	0	41	1 030	925	0	0	0	9	214	213	6	146	147	56	1 390	1 285
	P3	0	0	0	38	955	843	0	0	0	7	185	172	6	140	139	51	1 280	1 154
	P4	0	0	0	35	830	775	0	0	0	6	153	150	6	148	125	47	1 131	1 050
	P5	0	0	0	36	855	809	0	0	0	5	147	143	6	148	128	47	1 150	1 080
	P6	0	0	0	35	880	793	0	0	0	4	125	122	6	148	128	45	1 153	1 043
	All Grades	0	0	0	232	5 680	5 144	0	0	0	41	1 066	1 022	37	895	829	310	7 641	6 995

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	146	4 010	3 965	1 738	48 127	48 526	90	2 747	2 694	204	7 244	5 922	200	4 841	4 494	2 378	66 969	65 601
	P2	140	3 665	3 695	1 677	45 176	45 742	89	2 725	2 662	194	6 844	5 520	151	3 915	3 674	2 250	62 325	61 293
	P3	143	3 710	3 719	1 664	44 390	45 065	87	2 716	2 646	181	6 348	5 158	147	3 808	3 523	2 222	60 972	60 111
	P4	143	3 760	3 843	1 671	44 914	45 908	89	2 734	2 663	179	6 306	5 181	144	3 830	3 503	2 226	61 544	61 098
	P5	143	3 634	3 747	1 639	43 388	44 463	82	2 528	2 425	180	6 295	5 145	140	3 752	3 398	2 184	59 597	59 178
	P6	141	3 601	3 649	1 541	40 781	41 135	88	2 723	2 500	149	5 297	4 164	138	3 657	3 320	2 057	56 059	54 768
	All Grades	856	22 380	22 618	9 930	266 776	270 839	525	16 173	15 590	1 087	38 334	31 090	919	23 803	21 912	13 317	367 466	362 049

2018/19 school year

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	120	124	47	1 410	1 411	0	0	0	16	589	497	6	164	148	73	2 283	2 180
	P2	4	110	112	49	1 325	1 355	0	0	0	14	523	419	10	272	237	77	2 230	2 123
	P3	4	110	117	49	1 325	1 323	0	0	0	13	497	375	10	264	250	76	2 196	2 065
	P4	4	110	110	47	1 275	1 257	0	0	0	12	474	364	9	246	220	72	2 105	1 951
	P5	4	110	117	46	1 250	1 247	0	0	0	12	487	361	8	228	200	70	2 075	1 925
	P6	4	110	114	47	1 275	1 250	0	0	0	12	463	318	8	228	194	71	2 076	1 876
	All Grades	24	670	694	285	7 860	7 843	0	0	0	79	3 033	2 334	51	1 402	1 249	439	12 965	12 120
Wan Chai	P1	18	450	424	39	1 047	1 044	0	0	0	25	976	724	13	350	310	95	2 823	2 502
	P2	18	450	432	38	1 035	1 032	0	0	0	23	897	700	12	340	319	91	2 722	2 483
	P3	15	375	376	38	1 035	1 022	0	0	0	20	762	579	12	340	320	85	2 512	2 297
	P4	17	425	406	37	1 010	1 008	0	0	0	19	711	608	9	260	222	82	2 406	2 244
	P5	17	425	421	36	985	988	0	0	0	18	699	600	9	260	222	80	2 369	2 231
	P6	17	425	422	36	982	960	0	0	0	17	703	511	8	220	218	78	2 330	2 111
	All Grades	102	2 550	2 481	224	6 094	6 054	0	0	0	122	4 748	3 722	63	1 770	1 611	511	15 162	13 868
Eastern	P1	14	390	386	93	2 742	2 702	7	227	216	6	237	192	30	760	667	150	4 356	4 163
	P2	14	375	372	92	2 495	2 522	7	227	215	5	225	190	21	538	476	139	3 860	3 775
	P3	14	375	368	91	2 470	2 453	7	227	212	6	237	189	20	515	473	138	3 824	3 695
	P4	14	375	370	88	2 395	2 432	7	227	202	5	225	146	23	600	573	137	3 822	3 723
	P5	14	375	376	89	2 420	2 437	7	227	200	7	281	212	23	609	532	140	3 912	3 757
	P6	14	375	375	88	2 395	2 369	7	227	192	7	236	157	25	639	586	141	3 872	3 679
	All Grades	84	2 265	2 247	541	14 917	14 915	42	1 362	1 237	36	1 441	1 086	142	3 661	3 307	845	23 646	22 792

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Southern	P1	6	150	137	32	845	789	9	252	252	22	601	540	52	1 177	1 133	121	3 025	2 851
	P2	5	125	121	32	845	780	9	252	251	24	626	583	36	885	848	106	2 733	2 583
	P3	5	125	129	30	795	687	9	252	251	21	573	508	36	880	835	101	2 625	2 410
	P4	5	125	117	31	820	746	8	239	236	21	517	498	34	856	828	99	2 557	2 425
	P5	5	125	127	30	795	749	8	239	231	21	517	494	33	829	806	97	2 505	2 407
	P6	5	125	122	31	795	748	8	239	218	13	340	288	33	829	776	90	2 328	2 152
	All Grades	31	775	753	186	4 895	4 499	51	1 473	1 439	122	3 174	2 911	224	5 456	5 226	614	15 773	14 828
Yau Tsim Mong	P1	10	312	249	70	2 173	2 174	10	295	292	11	328	278	0	0	0	101	3 108	2 993
	P2	10	250	227	71	1 950	1 992	9	269	259	9	271	222	0	0	0	99	2 740	2 700
	P3	10	250	229	70	1 925	1 979	9	269	256	7	208	190	0	0	0	96	2 652	2 654
	P4	10	250	232	68	1 875	1 915	5	165	150	6	193	182	0	0	0	89	2 483	2 479
	P5	11	275	271	70	1 925	1 984	5	165	153	5	163	163	0	0	0	91	2 528	2 571
	P6	11	275	273	66	1 825	1 887	5	165	142	5	163	160	0	0	0	87	2 428	2 462
	All Grades	62	1 612	1 481	415	11 673	11 931	43	1 328	1 252	43	1 326	1 195	0	0	0	563	15 939	15 859
Sham Shui Po	P1	13	416	334	73	2 336	2 278	10	297	293	30	1 097	927	12	309	293	138	4 455	4 125
	P2	13	429	343	71	2 337	2 264	10	297	288	28	1 026	873	7	175	169	129	4 264	3 937
	P3	13	325	331	72	2 010	2 092	9	293	281	30	1 051	861	6	150	147	130	3 829	3 712
	P4	14	350	364	72	2 010	2 117	9	297	276	28	982	819	6	150	135	129	3 789	3 711
	P5	14	350	373	76	2 115	2 200	9	297	281	30	1 114	857	6	156	153	135	4 032	3 864
	P6	13	325	348	73	2 035	2 152	9	289	271	25	986	749	5	135	135	125	3 770	3 655
	All Grades	80	2 195	2 093	437	12 843	13 103	56	1 770	1 690	171	6 256	5 086	42	1 075	1 032	786	24 139	23 004

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Kowloon City	P1	18	530	559	103	3 094	3 103	9	292	289	52	2 115	1 577	30	795	756	212	6 826	6 284
	P2	18	485	515	103	2 934	3 001	9	292	291	48	1 924	1 471	25	686	622	203	6 321	5 900
	P3	18	450	477	103	2 805	2 906	9	297	296	45	1 787	1 344	25	683	627	200	6 022	5 650
	P4	18	450	478	106	2 880	2 983	9	297	294	43	1 717	1 317	23	623	602	199	5 967	5 674
	P5	18	450	473	111	2 975	3 064	9	292	291	43	1 692	1 297	22	590	579	203	5 999	5 704
	P6	18	450	474	106	2 850	2 919	9	292	283	45	1 711	1 324	21	578	564	199	5 881	5 564
	All Grades	108	2 815	2 976	632	17 538	17 976	54	1 762	1 744	276	10 946	8 330	146	3 955	3 750	1 216	37 016	34 776
Wong Tai Sin	P1	4	100	91	100	2 470	2 459	0	0	0	15	535	470	0	0	0	119	3 105	3 020
	P2	4	100	95	103	2 620	2 592	0	0	0	13	454	445	0	0	0	120	3 174	3 132
	P3	4	100	89	100	2 545	2 497	0	0	0	14	493	462	0	0	0	118	3 138	3 048
	P4	4	100	97	97	2 470	2 482	0	0	0	14	501	444	0	0	0	115	3 071	3 023
	P5	4	100	100	91	2 270	2 360	0	0	0	14	496	433	0	0	0	109	2 866	2 893
	P6	4	100	103	90	2 245	2 327	0	0	0	14	493	442	0	0	0	108	2 838	2 872
	All Grades	24	600	575	581	14 620	14 717	0	0	0	84	2 972	2 696	0	0	0	689	18 192	17 988
Kwun Tong	P1	9	270	278	147	4 205	4 202	5	135	132	4	175	135	5	118	116	170	4 903	4 863
	P2	9	225	241	150	3 936	4 090	5	135	131	4	175	124	8	190	185	176	4 661	4 771
	P3	9	225	238	138	3 610	3 722	5	135	126	4	172	117	7	166	167	163	4 308	4 370
	P4	9	225	240	141	3 685	3 857	5	135	128	4	178	127	7	166	162	166	4 389	4 514
	P5	9	270	284	139	4 080	4 127	5	135	128	4	171	109	7	166	165	164	4 822	4 813
	P6	9	225	240	146	3 790	3 999	5	135	126	4	174	112	7	166	167	171	4 490	4 644
	All Grades	54	1 440	1 521	861	23 306	23 997	30	810	771	24	1 045	724	41	972	962	1 010	27 573	27 975

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Sai Kung	P1	5	125	133	95	2 375	2 340	15	490	478	3	111	33	18	409	387	136	3 510	3 371
	P2	5	125	120	94	2 300	2 218	15	478	478	3	119	45	13	329	324	130	3 351	3 185
	P3	5	125	113	86	2 150	2 022	15	478	463	2	64	37	10	263	263	118	3 080	2 898
	P4	5	125	106	85	2 100	1 992	19	582	573	3	109	29	10	263	260	122	3 179	2 960
	P5	5	125	119	85	2 125	2 072	13	384	374	2	59	34	10	254	250	115	2 947	2 849
	P6	4	100	99	79	1 975	1 954	19	582	549	1	44	27	9	244	226	112	2 945	2 855
	All Grades	29	725	690	524	13 025	12 598	96	2 994	2 915	14	506	205	70	1 762	1 710	733	19 012	18 118
Sha Tin	P1	5	155	156	167	5 239	5 113	10	330	326	12	298	296	5	150	150	199	6 172	6 041
	P2	5	125	135	170	4 918	4 965	10	330	326	12	298	296	5	150	149	202	5 821	5 871
	P3	4	100	107	164	4 315	4 526	10	330	328	12	292	290	5	150	150	195	5 187	5 401
	P4	5	125	134	162	4 270	4 473	10	330	322	12	292	278	5	150	150	194	5 167	5 357
	P5	5	125	133	163	4 295	4 466	10	330	312	12	302	281	5	150	149	195	5 202	5 341
	P6	5	125	133	152	3 990	4 169	10	330	317	11	281	281	5	150	150	183	4 876	5 050
	All Grades	29	755	798	978	27 027	27 712	60	1 980	1 931	71	1 763	1 722	30	900	898	1 168	32 425	33 061
Tai Po	P1	5	150	150	84	2 520	2 580	0	0	0	4	128	105	18	489	356	111	3 287	3 191
	P2	4	132	126	74	2 442	2 472	0	0	0	4	128	107	13	385	298	95	3 087	3 003
	P3	5	160	163	73	2 336	2 417	0	0	0	4	128	98	10	313	259	92	2 937	2 937
	P4	5	150	149	73	2 160	2 233	0	0	0	2	64	32	10	313	217	90	2 687	2 631
	P5	5	150	153	74	2 219	2 313	0	0	0	2	64	44	10	313	231	91	2 746	2 741
	P6	7	175	175	79	1 995	2 059	0	0	0	0	0	0	9	268	207	95	2 438	2 441
	All Grades	31	917	916	457	13 672	14 074	0	0	0	16	512	386	70	2 081	1 568	574	17 182	16 944

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	8	224	189	112	3 212	3 318	0	0	0	0	0	0	0	0	0	120	3 436	3 507
	P2	7	196	186	109	3 255	3 342	0	0	0	0	0	0	0	0	0	116	3 451	3 528
	P3	5	140	136	106	3 171	3 268	0	0	0	0	0	0	0	0	0	111	3 311	3 404
	P4	4	100	101	111	3 005	3 129	0	0	0	0	0	0	0	0	0	115	3 105	3 230
	P5	3	75	76	112	3 039	3 168	0	0	0	0	0	0	0	0	0	115	3 114	3 244
	P6	4	99	98	107	3 425	3 381	0	0	0	0	0	0	0	0	0	111	3 524	3 479
	All Grades	31	834	786	657	19 107	19 606	0	0	0	0	0	0	0	0	0	688	19 941	20 392
Yuen Long	P1	16	476	500	183	5 042	5 065	9	264	259	5	192	113	0	0	0	213	5 974	5 937
	P2	16	483	506	181	5 035	5 083	9	264	262	6	236	126	1	40	1	213	6 058	5 978
	P3	15	430	443	183	4 920	4 880	8	246	229	7	280	152	0	0	0	213	5 876	5 704
	P4	15	425	461	184	4 845	4 840	8	246	229	2	60	40	1	40	1	210	5 616	5 571
	P5	15	430	455	188	4 952	5 060	9	264	256	2	60	39	1	40	3	215	5 746	5 813
	P6	14	350	366	178	4 450	4 547	9	264	237	2	60	32	1	40	3	204	5 164	5 185
	All Grades	91	2 594	2 731	1 097	29 244	29 475	52	1 548	1 472	24	888	502	4	160	8	1 268	34 434	34 188
Tuen Mun	P1	4	112	110	144	4 041	4 096	4	132	132	1	45	13	4	88	88	157	4 418	4 439
	P2	4	100	111	149	4 015	4 115	4	132	130	1	45	16	4	92	89	162	4 384	4 461
	P3	4	100	109	150	3 770	3 870	4	132	132	1	45	16	4	100	97	163	4 147	4 224
	P4	4	100	111	146	3 715	3 888	4	132	127	1	45	12	3	72	72	158	4 064	4 210
	P5	4	100	109	153	3 920	3 848	4	132	132	1	45	11	4	96	96	166	4 293	4 196
	P6	4	100	106	144	3 615	3 634	4	132	128	1	30	14	6	120	122	159	3 997	4 004
	All Grades	24	612	656	886	23 076	23 451	24	792	781	6	255	82	25	568	564	965	25 303	25 534

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	300	316	71	2 090	2 143	0	0	0	1	30	12	0	0	0	82	2 420	2 471
	P2	10	300	316	71	2 085	2 093	0	0	0	1	30	12	0	0	0	82	2 415	2 421
	P3	10	275	281	70	1 905	1 938	0	0	0	1	30	9	0	0	0	81	2 210	2 228
	P4	10	275	287	68	1 855	1 931	0	0	0	1	30	14	0	0	0	79	2 160	2 232
	P5	10	275	282	68	1 855	1 932	0	0	0	1	30	11	0	0	0	79	2 160	2 225
	P6	10	275	279	68	1 855	1 910	0	0	0	1	30	18	0	0	0	79	2 160	2 207
	All Grades	60	1 700	1 761	416	11 645	11 947	0	0	0	6	180	76	0	0	0	482	13 525	13 784
Kwai Tsing	P1	0	0	0	127	3 380	3 374	3	99	90	0	0	0	0	0	0	130	3 479	3 464
	P2	0	0	0	126	3 380	3 360	3	99	82	0	0	0	0	0	0	129	3 479	3 442
	P3	0	0	0	119	3 205	3 135	3	99	97	0	0	0	0	0	0	122	3 304	3 232
	P4	0	0	0	116	3 130	3 146	3	99	95	0	0	0	0	0	0	119	3 229	3 241
	P5	0	0	0	113	3 030	3 082	3	99	84	0	0	0	0	0	0	116	3 129	3 166
	P6	0	0	0	113	3 030	3 061	3	99	79	0	0	0	0	0	0	116	3 129	3 140
	All Grades	0	0	0	714	19 155	19 158	18	594	527	0	0	0	0	0	0	732	19 749	19 685
Islands	P1	0	0	0	48	1 225	1 136	0	0	0	9	242	216	7	172	160	64	1 639	1 512
	P2	0	0	0	47	1 130	1 061	0	0	0	8	223	200	6	146	146	61	1 499	1 407
	P3	0	0	0	41	1 030	963	0	0	0	9	225	207	6	140	139	56	1 395	1 309
	P4	0	0	0	38	955	889	0	0	0	6	167	152	6	148	134	50	1 270	1 175
	P5	0	0	0	36	880	816	0	0	0	6	158	141	6	148	132	48	1 186	1 089
	P6	0	0	0	37	880	811	0	0	0	5	131	122	6	148	124	48	1 159	1 057
	All Grades	0	0	0	247	6 100	5 676	0	0	0	43	1 146	1 038	37	902	835	327	8 148	7 549

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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	149	4 280	4 136	1 735	49 446	49 327	91	2 813	2 759	216	7 699	6 128	200	4 981	4 564	2 391	69 219	66 914
	P2	146	4 010	3 958	1 730	48 037	48 337	90	2 775	2 713	203	7 200	5 829	161	4 228	3 863	2 330	66 250	64 700
	P3	140	3 665	3 706	1 683	45 322	45 700	88	2 758	2 671	196	6 844	5 434	151	3 964	3 727	2 258	62 553	61 238
	P4	143	3 710	3 763	1 670	44 455	45 318	87	2 749	2 632	179	6 265	5 062	146	3 887	3 576	2 225	61 066	60 351
	P5	143	3 760	3 869	1 680	45 130	45 913	82	2 564	2 442	180	6 338	5 087	144	3 839	3 518	2 229	61 631	60 829
	P6	143	3 634	3 727	1 640	43 407	44 137	88	2 754	2 542	163	5 845	4 555	143	3 765	3 472	2 177	59 405	58 433
	All Grades	864	23 059	23 159	10 138	275 797	278 732	526	16 413	15 759	1 137	40 191	32 095	945	24 664	22 720	13 610	380 124	372 465

Note: (1) Figures do not include special schools. International schools include the English Schools Foundation schools.

(2) Figures refer to the position as at September of the respective years.

(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.

Number of approved classes, places and students of each type of special schools (primary section) from the 2014/15 to 2018/19 school years

School Type	2014/15[Note 1]			2015/16[Note 1]			2016/17[Note 1]			2017/18[Note 1]			2018/19[Note 1]		
	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students [Note 5]	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students [Note 5]
Visual Impairment	8	102	58	8	99	57	8	96	61	8	93	57	8	90	59
Hearing Impairment	4	40	18	4	40	20	4	40	25	4	40	25	4	40	20
Physical Disability	39	390	337	39	390	334	39	390	350	42	420	359	43	430	370
Mild Intellectual Disability[Note 2]	95	1 431	1 343	96	1 440	1 318	96	1 440	1 375	97	1 455	1 447	101	1 515	1 525
Moderate Intellectual Disability[Note 2,3]	86	861	826	91	910	879	98	980	918	101	1 010	992	107	1 070	1 094
Severe Intellectual Disability[Note 3]	45	360	311	45	360	318	45	360	330	47	376	353	48	384	373
School for Social Development	18	267	153	19	276	175	20	282	155	21	273	183	25	300	180
Hospital School[Note 4]	23	226	145	23	226	236	23	226	209	23	226	194	23	226	162

Note

1. Figures refer to the position as at September of the respective school years.
2. The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the schools for children with MiID and children with MoID (i.e. 7 schools in the 2014/15 and 2015/16 school years and 5 schools in the 2016/17, 2017/18 and 2018/19 school years).
3. 1 school for children with severe intellectual disability has started to operate pilot classes for children with MoID starting from the 2017/18 school year. The figures are categorised according to the respective class types.
4. The Hospital School operates classes at 18 hospitals.
5. Special schools basically provide Primary 1 to Secondary 6 education. The number of approved classes is calculated with reference to the total number of students in the whole school. Since relatively more resources are provided for the classes in the secondary section, the Education Bureau has all along been giving priority in approving the number of classes in the secondary section of special schools. The number of students admitted in the primary section of some special schools is larger than the number of places in the 2018/19 school year is the result of the increase in the number of Primary 1 students admitted in special schools in recent years However, as a whole, these schools have sufficient places and resources to take care of their students. As for the Hospital School, the turnover number of hospitalised children is quite high, thus, the situation that the number of students admitted was larger than the number of places was observed in the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0900)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has disbursed a one-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education (STEM grant) and the revised estimated expenditure for 2018-19 is $3.038 million. Would the Government advise this Committee of the following:

(1) whether the secondary schools are required to submit annual written reports on the actual use of and the balance of the STEM grant? If yes, what are the details? If no, what are the reasons?

(2) what mechanism has been put in place to ensure schools' compliance with the guidelines on the use of STEM grant provided by the Bureau and to objectively measure the learning effectiveness brought about by the grant?

Asked by: Hon IP LAU Suk-yee, Regina (LegCo internal reference no.: 4)

Reply:

Regarding the disbursement of a one-off grant of $200,000 to every public sector and Direct Subsidy Scheme secondary school for promotion of Science, Technology, Engineering and Mathematics (STEM) education, the Education Bureau (EDB) issued a circular memorandum in 2017 which set out details on the measure, including the disbursement and accounting arrangements and the ambit of the grant. Examples on the use of the grant are also provided for schools' reference. As clearly stated in the circular memorandum, all prevailing monitoring measures are applicable to the one-off grant. Schools are required to evaluate projects/activities on STEM education and the use of the grant against their goals for STEM education on a regular basis, and report the progress to the Incorporated Management Committees / School Management Committees. In addition, when using the grant, schools are required to observe the guidelines provided by the EDB and reflect the

income and expenditure in the audited accounts to be submitted to the Bureau annually. The EDB will claw back any unspent balance as of the deadline for using the grant as recorded in the schools' annual audited accounts. Schools have been advised on the effective use of the one-off grant as well as issues requiring attention through different channels, including seminars for teachers.

The disbursement of the one-off grant by the EDB is one of various resources for promoting STEM education, and it enables schools to kick-start school-based STEM education. Other relevant measures include updating the curricula of the Science, Technology and Mathematics Education Key Learning Areas; enriching learning activities for students; strengthening professional development for teachers; enhancing collaboration with key stakeholders in the community; as well as conducting review on the implementation and sharing of good practices. The EDB fully understands that the basis of promoting STEM education varies among schools, and their focuses of development and priorities of school-based STEM education are different. As such, schools are given flexibility in using the one-off grant to kick-start or enhance school-based STEM education so as to cater for students' interests and needs.

The use of the one-off grant should not be the only criterion for evaluating the effectiveness of STEM education. Instead, a multi-perspective approach should be adopted for a holistic review. We will, through school visits and daily contacts with schools, collect stakeholders' views on the relevant measures, including the use of the one-off grant by schools, to evaluate the effectiveness of promoting STEM education and enhance support measures in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0901)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government provides a non-recurrent grant of $100,000 in total in the 2018/19 and 2019/20 school years to each of the public sector special schools that admits non-Chinese Speaking (NCS) students for supporting NCS students in the junior secondary level to use Chinese in learning Chinese History. Would the Administration advise this Committee of the following:

(1) For the grant of $50,000 disbursed in the 2018/19 school year, please provide in tabular form the actual utilisation of the grant of each school (e.g. year-end balance of the grant, number of additional school staff employed, and specific usage);

(2) if any performance indicators for the grant are in place to review whether the grant is set at a reasonable level; if yes, what are the details; if no, what are the reasons; and

(3) whether the Bureau will consider turning this grant into a recurrent grant to support teachers in public sector special schools to design long-term appropriate Chinese History curriculum and relevant teaching materials for NCS junior secondary students; if yes, what are the details; if no, what are the reasons?

Asked by: Hon IP LAU Suk-yee, Regina (LegCo internal reference no.: 5)

Reply:

(1) to (3)

The grant for supporting non-Chinese speaking (NCS) junior secondary students in using Chinese to learn Chinese History has not yet been disbursed. The funding proposal has been included in the Estimates for consideration by the Legislative Council in the context of the Appropriation Bill 2019. Upon passage of the Appropriation Bill by the Legislative

Council, the Education Bureau (EDB) will in the 2018/19 and 2019/20 school years disburse funding to public sector secondary schools, including government, aided (including special schools) and caput secondary schools, and Direct Subsidy Scheme secondary schools with NCS students studying at junior secondary level. Guidelines on the use of the grant will be issued to schools in the form of circular memorandum.

In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers in refining practices on teaching NCS students Chinese History and in conducting relevant learning activities. Such measures may include procurement of professional services to develop school-based curriculum and learning and teaching resources specifically for the learning of Chinese History in Chinese by NCS students (including those in special schools), as well as procurement of multi-media and e-learning teaching resources. Schools may also arrange local visits and visits to the Mainland (including fees for visa application and participation in exchange programmes) for students to enhance their understanding of Chinese history and culture through life-wide learning activities.

When using the grant, schools are required to observe the principles and requirements (including relevant guidelines on procurement) laid down by EDB on the use of public funds and obtain approval from their incorporated management committee or school management committee. Schools are also required to set out the income and expenditure in the audited accounts to be submitted to EDB annually. The EDB will collect feedback from schools through different channels, including curriculum development visits, professional training activities and daily contact with teachers, so as to oversee the use of the grant.

The EDB will continue to support schools (including special schools) with the use of diversified strategies, such as organising professional training activities for teachers, networking activities, student activities and visits to the Mainland, and providing resources to support teaching. The EDB will keep in view the needs of NCS students at junior secondary level and make holistic plans for the disbursement of various grants.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0902)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Hong Kong Diploma of Secondary Education (HKDSE) Examination has been running at a deficit for many school years in a row. It is difficult for the Hong Kong Examinations and Assessment Authority (HKEAA) to operate on a self-financing basis. The Government has earmarked a non-recurrent commitment of $360.8 million to support the effective operation of the HKEAA for its 4 financial years and will work out a proposal with HKEAA to ensure its long-term financial sustainability. Would the Government advise this Committee:

(1) of the specific allocation of the non-recurrent commitment of $360.8 million; and

(2) whether the Government will consider allowing the HKEAA to increase the examination fees for the HKDSE Examination, taking into account the actual financial situation of the HKEAA, and paying the examination fees for all candidates sitting for the HKDSE Examination starting from the 2020/21 school year to ensure the long-term financial sustainability of HKEAA? If yes, what is the estimated expenditure involved? If no, what are the reasons?

Asked by: Hon IP LAU Suk-yee, Regina (LegCo internal reference no.: 6)

Reply:

(1) The current mode of operation and cost structure of the Hong Kong Examinations and Assessment Authority (HKEAA) cannot support the long-term operation of the Hong Kong Diploma of Secondary Education (HKDSE) Examination, resulting in financial difficulties faced by the HKEAA. The HKEAA is working out a proposal to ensure its long-term financial sustainability in consultation with the Government. A concrete plan is yet to be formulated. As a tide-over measure pending the comprehensive review, the Government

will provide the HKEAA with a non-recurrent funding to support its effective operation for 4 years.

Taking into account the HKEAA's funding requirements for maintaining its operation from 2018/19 to 2021/22, financial commitment and development needs (such as development or upgrading of information technology systems for administering examinations and for general organisational administration, and maintenance of the HKEAA's premises and facilities, etc.), its current financial position as well as projected profit from international and professional examinations, the HKEAA estimates that it will require funding support of $328 million from the Government in the next 4 years. A contingency of $32.8 million, equivalent to 10% of the above sum of $328 million, will be earmarked to cater for unforeseen or unexpected expenditure items required for conducting public examinations. The total requirement is therefore $360.8 million for 4 years. The proposed one-off funding support to the HKEAA has been approved by the Finance Committee of Legislative Council.

The existing monitoring and control mechanism as stipulated in the Hong Kong Examinations and Assessment Authority Ordinance (Cap. 261) will continue to apply to ensure proper auditing of the HKEAA's accounts and proper use of government funding. The HKEAA shall submit to the Government its annual estimates of income and expenditure and programme of its proposed activities including the proposed public examination fees for approval. The Government will carefully scrutinise the HKEAA's annual estimates, including its proposed funding requirement to maintain the minimum cash flow each year, to ensure that its funding request is necessary and reasonable, and disburse the funding by instalment. The HKEAA is drawing up the proposal for initial funding in accordance with the established mechanism for timely submission to the Government.

(2) The current mode of operation and cost structure of the HKEAA cannot support the long-term operation of the HKDSE Examination, resulting in financial difficulties faced by the HKEAA. In 2017/18, the HKDSE Examination recorded a deficit of about $69.2 million, leading to an overall deficit of about $10.1 million for the HKEAA, partly offset by the surplus derived from other income. As the candidature for HKDSE Examination is expected to stay on a declining trend in the coming years, the financial position of the HKEAA will continue to deteriorate.

The estimated total expenditure for paying the examination fees on behalf of 2020 HKDSE Examination candidates is around $160 million, which includes a contingency provision.

As mentioned above, the HKEAA is working out a proposal to ensure its long-term financial sustainability in consultation with the Government. A concrete plan is yet to be formulated. The proposal to support the operation of HKDSE Examination and the HKEAA with the provision of recurrent funding from the Government will also be taken into consideration.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1471)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government will create school-based speech therapist (SBST) posts in local public sector primary and secondary schools by phases in 3 school years starting from the 2019/20 school year. Would the Administration advise this Committee of the following:

(1) In the past 3 years, the number of primary and secondary school students diagnosed with speech and language impairment in Hong Kong;

(2) In the past 3 years, (a) the average waiting time for primary and secondary school students in Hong Kong for speech therapy services authorised by the Government, and (b) their average number and frequency of therapy services received;

(3) The estimated number of students that will be benefited from this project;

(4) The estimated number of SBSTs to be employed in the 2019/20 school year;

(5) In the past 3 years, (a) the number of students graduated from speech therapy undergraduate programmes in tertiary institutions in Hong Kong; and (b) the number of speech therapists registered in Hong Kong and its annual growth rate; and

(6) Will the Administration formulate a series of entry requirements for SBSTs (e.g. academic qualifications, professional qualifications and other qualification requirements) and performance indicators to gauge their work performance? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP LAU Suk-yee, Regina (LegCo internal reference no.: 1)

Reply:

(1)
The numbers of primary and secondary school students with speech and language impairment (SLI) as their major special educational needs (SEN) in the past 3 school years from 2016/17 to 2018/19 (as at September of the respective school years) are tabled below:

School Year	2016/17	2017/18	2018/19
Primary School	2 520	2 430	2 510
Secondary School	350	370	360

Regarding the total number of students with SLI and students with other types of SEN comorbid with SLI are tabled below (as at September of the respective school years):

School Year	2016/17	2017/18	2018/19
Primary School	20 810	21 350	22 300
Secondary School	2 770	3 060	3 210

(2) & (3)
In general, students who have been referred to the school-based speech therapists (SBSTs) by school will receive assessment and follow-up services within 1 to 2 months. As students have different types of SLI and varying degrees of impairment, the support they require are different. SBSTs will professionally devise treatment plans and make arrangements for individual therapy, group therapy or in-class support according to the support needs of individual students, so as to provide appropriate support services for them. Hence, it is not appropriate to comment whether students are given appropriate support solely by the number of times and frequencies of a particular kind of support (e.g. individual therapy) that the students received.

Starting from the 2019/20 school year, the Education Bureau (EDB) will implement the Enhanced School-based Speech Therapy Service (SBSTS) to create SBST posts in public sector mainstream primary and secondary schools by phases in 3 years. When the SBSTs become a member of their schools, they will be able to provide schools with more stable, sustainable and comprehensive service in the domains of prevention, remediation as well as development. For example, they can provide students with more diversified and intensive SBSTS. They can also strengthen collaboration with teachers and other professional staff to assist students with SLI by reducing the impacts on communication, learning and social interaction upon them while enhancing the language abilities of all students in school. Therefore, with the implementation of the Enhanced SBSTS by schools, not only the students with SLI but other students would also benefit.

(4)
In the 2019/20 school year, more than 200 schools will implement the Enhanced SBSTS. It is estimated that over 100 SBSTs are needed to be employed. Most of the schools will form a cluster of two schools. One school in each cluster will be the base school taking charge of coordinating the administrative matters of the school cluster, such as recruitment of SBSTs.

(5)
(a) According to the information we gathered from the local universities offering undergraduate and master programmes in training speech therapists (STs) , there were 90, 115 and 108 graduates from these courses respectively in the past 3 years (that is, from 2016 to 2018).

(b) The Department of Health conducts Health Manpower Surveys (HMS) on a regular basis to obtain up-to-date information on the characteristics and employment status of healthcare personnel practising in Hong Kong. According to the latest 2014 HMS on the 16 types of healthcare personnel included in the health services functional constituency, a total of 641 STs were employed by the covered institutions. We do not have the information regarding the annual rate of increase of STs.

At present, STs are not subject to statutory registration of medical professionals. In April 2018, a full accreditation status has been granted to the Hong Kong Institute of Speech Therapists under the Pilot Accredited Registers Scheme for Healthcare Professions, authorising the institute as the accredited healthcare professional body responsible for administering a register for the ST profession. As at December 2018, there are 150 voluntarily registered STs on the register.

(6)
SBST posts are regular posts in the approved non-teaching staff establishment. The arrangement of their terms of appointment and welfare (including leave and retirement arrangements) will be referred to those applicable to schools' non-teaching specialists remunerated by the Salaries Grant. Some STs are concerned about their previous experience in providing SBSTS for schools and the salary assessment issues. The EDB has been carefully studying the issues so as to formulate a suitable proposal that is conducive to recruiting suitable professionals to provide services for schools while ensuring proper use of public funds.

Upon the implementation of the Enhanced SBSTS, schools have to assess and review the performance of SBSTs and the implementation of the service on a regular basis through general staff management measures. To assist schools in monitoring the implementation of the service, Specialists (Education Services) (Speech Therapy) of the EDB will pay regular school visits to offer comments on the implementation of SBSTS and the performance of SBSTs.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2476)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Pilot Project on Special Educational Needs Coordinators (SENCOs) (the pilot project) is regularised and extended to all public sector primary and secondary schools in the territory in phases over 3 years. The Administration will provide each public sector primary or secondary school with an additional Assistant Primary School Master/Mistress post or Graduate Master/Mistress post in the teaching establishment to facilitate the assignment of a designated teacher to take up the role of SENCO. In this connection, please inform this Committee:

(a) How many primary and secondary school teachers are employed respectively in the 2017/18 and 2018/19 school years as a result of the regularisation of the pilot project? What is the expenditure on salary?

(b) How many primary and secondary schools are involved in the 2017/18 and 2018/19 school years?

(c) Do all teachers employed under the pilot project take up the role of SENCO? Or, do schools employ a new teacher with the post provided to assume non-SENCO duties (i.e. to become an additional teacher under the general establishment), while the role of SENCO is taken up by an existing/experienced/senior teacher (such as assistant principal) through internal deployment? If the latter is the case, what is the number of such teachers? Does the Administration compile statistics in this regard? Please give such figures of primary schools and secondary schools in each of the 18 districts. If no, what are the reasons? Is such an arrangement permitted? If not, does EDB have any measure to deal with it?

(d) How many primary and secondary school teachers will be employed respectively in the coming school year (i.e. the 2019/20 school year) as a result of the extension of the pilot project? What will be the expenditure on salary?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 1)

Reply:

(a), (b) and (d)

Starting from the 2017/18 school year, each public sector mainstream primary or secondary school is provided with an additional teaching post to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO). In the 2017/18 school year, 244 public sector mainstream schools (126 primary schools and 118 secondary schools) had the provision of SENCO and the expenditure was $164 million. In the 2018/19 school year, 544 public sector mainstream schools (300 primary schools and 244 secondary schools) have the provision of SENCO and the revised estimated expenditure is about $376 million. In the 2019/20 school year, all public sector mainstream primary and secondary schools (455 primary schools and 389 secondary schools) will have the provision of SENCO. In the same school year, the Education Bureau (EDB) will upgrade the rank of SENCO to a promotion rank (i.e. Primary School Master/Mistress in primary schools and Senior Graduate Master/Mistress in secondary schools) in public sector mainstream primary and secondary schools with comparatively large number of students with special educational needs (SEN), and the estimated expenditure is $824 million.

(c)

When assigning a teacher as SENCO, schools should give thorough consideration to the teacher's years of teaching experience, work experience, relevant qualifications, etc. Basically, the teacher assuming the role of SENCO should have at least 3 years' experience in teaching and in promoting the work related to integrated education, and should have received training in special education, such as having completed the Basic, Advanced and Thematic Courses (i.e. the BAT Courses) on supporting students with SEN offered by tertiary institutions under the commission of the EDB, or holding equivalent qualifications. Under the principle of school-based management, schools may, having regard to the above requirements, either assign a teacher as SENCO through internal deployment or employ a teacher as SENCO based on the school context and development needs. According to our understanding, most schools have appointed a suitable teacher as SENCO through internal deployment.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2477)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government states that it will extend the Enhanced School-based Educational Psychology Service (SBEPS) (with the ratio of educational psychologist (EP) to school being 1:4) to about 60 per cent of all public sector primary and secondary schools and enhance the ratio of EP to school to 1:6 for the remaining 40 per cent of schools by the 2023/24 school year. Please advise this Committee of the following:

(a) What explains why the Government can only extend the Enhanced SBEPS to 60 per cent of all public sector primary and secondary schools in the 2023/24 school year, given that the Enhanced SBEPS was launched in the 2016/17 school year? What is the timetable of providing the Enhanced SBEPS for the remaining 40 per cent of schools? What is the expenditure involved?

(b) In the form of a table, the number, remuneration, per capita expenditure and total expenditure of EPs, as well as the number of schools and persons each EP serves and the duration of service from the 2014/15 to 2018/19 school years;

(c) The yearly change in the ratio of EP to school since the implementation of the new measure;

(d) Has the effectiveness of school-based EP services in primary and secondary schools been improved because of the new measure? Has the Government evaluated the effectiveness of the services by, for example, conducting seminars, consultation sessions or questionnaire surveys for schools, parents or students? If yes, what are the details? If not, what are the reasons?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 9)

Reply:

(a) to (c)
Since the 2016/17 school year, all public sector mainstream primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). In that school year, the Education Bureau (EDB) progressively improved the ratio of educational psychologist (EP) to school to 1:4 for public sector mainstream primary and secondary schools with comparatively large number of students with special educational needs (SEN), i.e. the Enhanced School-based Educational Psychology Service (Enhanced SBEPS). The number of schools receiving the Enhanced SBEPS from the 2016/17 to 2019/20 school years is tabulated as follows:

School year	2016/17	2017/18	2018/19	2019/20 (planned)
No. of schools	30	80	119	150

The supply of EPs and the actual needs of schools should be taken into account in the implementation of Enhanced SBEPS. Extending the Enhanced SBEPS to about 60 percent of all public sector mainstream schools by the 2023/24 school year is a realistic goal upon prudent consideration. The ratio of EP to school will be enhanced to 1:6 for the remaining 40 percent of schools. The EDB has liaised with local universities and the University Grants Committee to increase EP training places. It is expected that an additional 45 places will be provided in the 2019-2022 triennium as compared with the previous triennium. The EDB will keep in view the implementation and effectiveness of the Enhanced SBEPS, and extend the Enhanced SBEPS to more schools as far as practicable.

From the 2014/15 to 2018/19 school years, the respective number of EPs providing the SBEPS is 99, 114, 138, 144 and 151. The current scale of their monthly salary is $70,590 to $105,175. The total expenditure for the provision of the SBEPS (including Enhanced SBEPS) for public sector mainstream primary and secondary schools in the abovementioned school years is tabulated as follows:

School year	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised estimate)
Expenditure ($ million)	85	103	119	127	173

Under the SBEPS, each EP serves 6 to 10 public sector mainstream primary and secondary schools, and in general 7 to 8 schools. The average number of visit days to each school is around 20 per school year, while for schools receiving the Enhanced SBEPS, the average number of visit days to each school is around 30. The SBEPS adopts a comprehensive and integrated service model that aims at enhancing schools' professional capacity to cater for students' diverse educational needs. EPs provide support at the school system, teacher and student levels. Specifically, EPs provide assessment and intervention services for students, training for parents, consultation and professional development programmes for teachers, and offer professional advice on school policies and measures in relation to 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 the SBEPS directly or indirectly. Thus, reporting the number of students benefiting from the service does not reflect appropriately and comprehensively the actual service provided under the SBEPS and can be misleading.

(d)

A quality assurance mechanism has been put in place to evaluate service effectiveness and to ensure service quality. Under the mechanism, the EDB conducts an annual review through a questionnaire survey among participating schools and EPs at the end of a school year to gauge feedback from different stakeholders. The EDB also conducts school visits to review service deliverables (including the work plans and progress reports submitted by EPs) and to hold meetings with EPs and school personnel to advise on issues related to the implementation of the SBEPS. Parents' views on the service are collected through questionnaires. In addition, the EDB holds regular meetings with the school sponsoring bodies providing the service to review service planning and coordination. Views given by different stakeholders indicated that the SBEPS was able to meet the needs of schools and the satisfaction level among schools receiving the Enhanced SBEPS had also risen.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2478)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is recommended in this year Policy Address that measures be implemented from the next school year (i.e. 2019/20 school year) to improve the learning situation of students with special educational needs (SEN) in mainstream schools. The measures include re-structuring the additional resources provided under Learning Support Grant (LSG), Intensive Remedial Teaching Programme and Integrated Education Programme, provision of regular teaching posts and LSG for public sector ordinary primary and secondary schools, involving an additional funding of $800 million each year. Please advise this Committee of the following:

(a) How much of the $800 million is earmarked for re-structuring LSG, Intensive Remedial Teaching Programme and Integrated Education Programme?

(b) What are the changes in support after re-structuring LSG, Intensive Remedial Teaching Programme and Integrated Education Programme? Please tabulate the support measures, targets of support and a breakdown of the expenditure involved.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 13)

Reply:

(a) & (b)

To help public sector mainstream primary and secondary schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. At present, additional resources include cash grants (with Learning Support Grant (LSG) being the major one) and additional teachers or teaching assistants provided under different programmes (including Intensive Remedial Teaching Programme

(IRTP) and Integrated Education (IE) Programme). In the 2018/19 school year, the revised estimated expenditure on LSG, IRTP and IE Programme is around $900 million.

All along, schools adopting LSG can flexibly deploy additional resources to employ contract teachers or teaching assistants, or procure services to support students with SEN. Schools operating IRTP are provided with regular teachers to mainly cater for academic low achievers and students with intellectual disability (ID) or specific learning difficulties (SpLD). Schools implementing IE Programme, subject to the number of students with ID, autism spectrum disorders (ASD), physical disability (PD), visual impairment (VI) and hearing impairment (HI) enrolled are provided with additional teachers to support the students concerned.

In the 2017/18 school year, the EDB conducted a series of consultation. The mainstream views supported the provision of regular teachers and additional resources that can be flexibly deployed for schools to cater for students with SEN of different types. In this connection, starting from the 2019/20 school year, the EDB will restructure LSG, IRTP and IE Programme. Specifically, under the new measure, LSG will replace IRTP and IE Programme and be extended to all public sector mainstream primary and secondary schools. Schools admitting comparatively large number of students with SEN will be provided with regular teaching posts and the LSG grant rate for tier 3 support will be increased. Schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN of different types (including SpLD, ID, ASD, attention deficit/hyperactivity disorder, PD, VI, HI, speech and language impairment as well as mental illness) and academic low achievers (applicable to primary schools). Schools under the Direct Subsidy Scheme will also benefit and will be provided with LSG based on the number of students with SEN enrolled. In late March 2019, the EDB has issued a circular to inform schools of the above measures to facilitate schools to take follow-up actions. Statistics on related teaching posts can only be compiled upon completion of relevant work. The new arrangement involves an estimated additional annual provision of around $300 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2479)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work, providing administrative support, and planning and coordinating the Secretary's public, media and community functions. Please provide the following information:

(a) The political work undertaken by the Secretary for Education from 2014/15 to 2018/19:

	Descriptions	Nature/ Details	Dates/ Duration	Detailed Expenditures	Current Position	Incumbent Secretary
1.						
2.						
3.						

(b) Local and overseas activities attended by the Secretary for Education from 2014/15 to 2018/19:

	Name of Public/Media/ Community Function	Purpose of Attendance/ Role	Dates/ Duration	Incumbent Secretary	Entourage (Name/ Post Title)	Detailed Expenditures
1.						
2.						

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 23)

Reply:

The Secretary for Education (SED) attends from time to time various local activities to cultivate contacts with different sectors of the community, heed their views on education policies and measures, and solicit their support for the work of the Education Bureau (EDB). We have not kept statistics on the local activities attended by SED. Hence, we are unable to provide the requested information. Expenditure incurred, if any, in connection with the attendance at such activities has already been reflected in the operating expenses of EDB. Information about the duty visits outside Hong Kong made by SED is at the Annex.

Annex

Duty visits outside Hong Kong made by Secretary for Education (SED)

(1) From 1 April 2014 to 30 June 2017

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland and observe their education systems, and to strengthen Hong Kong's education ties with EU countries, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education	2	23,816	195,583	19,041	238,440
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	17,129	25,950	43,079
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities, to give opening remarks, and to witness the signing of education co-operation documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,920	11,419 [In-town transport sponsored by the Ningbo Education Bureau in the amount of around $1,000]	25,339

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
21 August 2014	Shenzhen	To attend working meeting with the Director of the Shenzhen Municipal Education Bureau on education issues of mutual concern (including the issue of cross-boundary students)	2	No expenses as no over-night stay	No air passage (by car)	1,946	1,946
30 & 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, to attend and deliver a speech at a forum on digital education, and to witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,700	4,074 [In-town transport sponsored by the Zhejiang Provincial Government and the sponsored amount is not available]	15,774
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland and to conduct an intensive study on their vocational education systems and good practices in promoting young persons' career development	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,147	52,309	175,456
5 to 7 December 2014	Nanjing	To lead a delegation of over 200 Hong Kong secondary school students studying Chinese History and teachers to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	14,314	11,246 [In-town transport sponsored by the Hong Kong and Macao Affairs Office of Jiangsu Provincial Government and the sponsored amount is not available]	25,560

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
7 & 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote Hong Kong's education, and to strengthen co-operation between Malaysia and Hong Kong	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,720	5,919	19,639
30 January 2015	Guangzhou and Shenzhen	To accompany the Chief Executive in meetings with Guangdong and Shenzhen leadership	-	No expenses as no over-night stay	No air passage (by train)	125 [In-town transport in Guangzhou sponsored by the Guangdong Provincial Government in the amount of around $90]	125
27 to 31 March 2015	Canada	To lead a delegation to attend the International Summit on Teaching Profession 2015, and to exchange views with other ministers of education, especially on career and life planning education and kindergarten education	2	7,545 [Hotel accommo-dation sponsored by the Council of Ministers of Education, Canada, in the amount of around $6,205]	150,440	25,695	183,680
6 May 2015	Shenzhen	To attend a working meeting with the Shenzhen Municipal Education Bureau	2	No expenses as no over-night stay	No air passage (by car)	0	0
7 & 8 May 2015	Zhuhai	To deliver a speech upon invitation at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist University, and to hold discussion with officials of the Zhuhai Municipal Education Bureau	2	2,430	No air passage (by ferry)	6,640	9,070

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
18 & 19 May 2015	Guangzhou and Zhongshan	To attend working meetings with the Department of Education of Guangdong Province and the Zhongshan Government	3	- [Hotel accommo-dation sponsored by the Hong Kong and Macao Affairs Office of the People's Government of Guangdong Province in the amount of around $2,080]	No air passage (by train and ferry)	4,612	4,612
6 June 2015	Huizhou and Shunde	To lead Hong Kong university students to join a one-day career and life planning education programme and visit enterprises there	1	No expenses as no over-night stay	No air passage (by car)	7,390	7,390
24 & 25 June 2015	Fujian	To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities for education co-operation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,680	6,647	20,327
17 & 18 July 2015	Beijing	To officiate at the opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to attend a working meeting with the Ministry of Education in Beijing	2	5,047	23,000	5,688	33,735
26 July to 1 August 2015	USA and Belgium (EU)	To pay a duty visit to USA/EU and exchange views with funding and research agencies in the higher education sector on education/research policies and funding strategies, especially STEM education	2	11,928	170,285	56,122	238,335

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
2 to 4 September 2015	Beijing	To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression	-	- [Hotel accommo-dation sponsored by the State Council's Hong Kong and Macao Office in the amount of around $1,550]	10,217	2,190 [In-town transport sponsored by the State Council's Hong Kong and Macao Office in the amount of around $142]	12,407
28 September to 1 October 2015	Beijing	To lead a delegation from the education sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde	2	12,870	21,449	16,881	51,200
13 to 15 October 2015	Singapore	To attend a higher education international conference, and to hold discussion with officials of the Ministry of Education of Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	22,804	28,470	51,274
2 & 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the 8 University Grants Committee (UGC)-funded institutions in a visit to Guangdong Province leadership, and to attend a Guangdong/Hong Kong university presidents' forum in Guangzhou	2	5,234	No air passage (by car)	9,058	14,292
17 November 2015 (p.m. only)	Guangzhou	To officiate at the opening ceremony of a national competition of extra-curricular academic and technological projects by university students	1	No expenses as no over-night stay	No air passage (by car)	6,550	6,550

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
27 & 28 January 2016	Beijing	To meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/ policies in 2016	2	4,825	23,000	5,803	33,628
10 to 12 May 2016	Chengdu	To join a delegation led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with officials of the Shenzhen Municipal Education Bureau, and to visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081
20 & 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/Guangdong Universities High Level Meeting, and to conduct education exchanges in Shenzhen and Guangzhou	2	3,956	No air passage (by car)	7,312	11,268
17 & 18 August 2016	Beijing	To have meetings with officials of the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [In-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
2 to 9 October 2016	Peru and USA	To attend the 6th Asia-Pacific Economic Co-operation Education Ministerial Meeting in Lima, Peru, and to visit San Francisco, USA for education exchanges	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	364,177	41,147	405,324
20 to 22 October 2016	Shanghai	To have a meeting with officials of the Shanghai Municipal Education Commission, and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673
3 & 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony, and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 & 11 November 2016	Beijing	To attend an inter-national education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317
28 & 29 November 2016	Malaysia	To have a meeting with officials of the Malaysian Ministry of Higher Education in Kuala Lumpur to exchange views on education issues of mutual concern, and to finalise the arrange-ments for the Hong Kong Scholarship for "Belt and Road" Students (Malaysia)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	44,626	7,186	51,812
6 & 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049
15 December 2016	Nansha	To attend the Guangdong-Hong Kong- Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 & 15 February 2017	Beijing	To have meetings with officials of the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176
19 to 21 February 2017	Thailand	To have a meeting with the Thai Ministry of Education in Bangkok to explore opportunities for education co-operation, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Thailand)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,977	13,998	27,975

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
10 & 11 March 2017	Haikou	To have a meeting with officials of the Education Department of Hainan Province to explore co-operation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663
20 to 23 April 2017	Shanghai and Hangzhou	To meet with local education officials and attend university exchange activities to promote co-operation in higher education	2	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009
26 to 28 April 2017	Vietnam	To meet with local education officials and university management to explore opportunities for promoting co-operation between higher education institutions of the two places, and to deliberate on the agreement and measures for extending the "Belt and Road" Scholarship to Vietnam	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	15,652	14,617	30,269
21 to 24 May 2017	United Kingdom	To attend and speak at the Going Global 2017, and to hold bilateral meetings with education officials from around the world	2	14,896	84,367	43,788	143,051
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 UGC-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
6 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3	No expenses as no over-night stay	No air passage (by car)	7,646	7,646
13 to 16 June 2017	Myanmar	To have a meeting with the Union Minister of Education of Myanmar, at which both sides agreed to follow up on and finalise a memorandum of understanding on education co-operation, with a view to providing a foundation for further co-operation on the education front	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	1,459 (The expenditure covers departure tax, passenger security charge and airport construction fee; the flight ticket was redeemed with flight award)	16,841	18,300
16 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education co-operation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education co-operation and student learning of the two places	2	No expenses as no over-night stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2019

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226
21 to 25 January 2018	United Kingdom	To speak at the Education World Forum and hold bilateral meetings with individual education ministers attending the Forum, to visit the Department for Education of the UK, Chartered College of Teaching and British Council, to visit the British Educational Training & Technology Show, and to meet with Hong Kong teachers who were on study tour in UK	2	32,639	160,508	12,292	205,439
29 March 2018	Shenzhen	To attend the Establishment Ceremony of the Harmonia College of the Chinese University of Hong Kong, Shenzhen	-	-	-	-	[Travelling expenses borne by the Constitutional and Mainland Affairs Bureau]
20 to 22 June 2018	Beijing	To attend a regular working meeting with the Ministry of Education, to visit a local secondary school and a local university, and to meet Hong Kong young people who were pursuing tertiary studies or working in Beijing	1	6,541	10,800	5,000	22,341

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
26 July 2018	Huizhou	To meet with education officials of the Huizhou Municipal Government to explore co-operation opportunities in education	1	No expenses as no over-night stay	No air passage (by car)	2,400	2,400
29 August 2018	Zhuhai and Zhongshan	To meet with officials of the Zhuhai Education Bureau and the Zhongshan Education and Sports Bureau to explore co-operation opportunities in education between Hong Kong and the two municipalities under the development of the Greater Bay Area	2	No expenses as no over-night stay	No air passage (by ferry)	1,230	1,230
28 September to 1 October 2018	Beijing	To attend the exchange activities of the National Day Delegation from the Educational Sector of Hong Kong 2018	1	15,000	16,116	5,960	37,076
28 to 30 October 2018	Hangzhou and Ningbo	To attend the Ningbo-Hong Kong Education Co-operation Forum 2018, to meet with officials of Zhejiang Province, Hangzhou and Ningbo, and to visit various education organisations	1	7,907	8,142	1,821	17,870
4 December 2018	Guangzhou	To attend the Guangdong-Hong Kong Sister School Contract Signing Ceremony 2018	1	No expenses as no over-night stay	No air passage (by high speed rail)	972	972
22 January 2019	Zhuhai	To visit a higher education institution, looking into the participation of Hong Kong's universities in higher education development in the Guangdong-Hong Kong-Macao Greater Bay Area	1	No expenses as no over-night stay	No air passage (by car)	2,500	2,500

Notes:

(1) The Secretary for Education would meet local students from Hong Kong where possible.

(2) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2480)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) provides recurrent grant and support for all local public sector primary and secondary schools to form sister schools with their counterparts in the Mainland. Please advise this Committee of the following:

(a) When will the grant be provided for schools? Please tabulate the number of primary and secondary schools receiving the grant every school year, the activities held by each school using the grant and a breakdown of expenditure on related activities since the implementation of the scheme; and

(b) Please provide a list of schools in the Mainland that have formed sister schools with primary and secondary schools in Hong Kong. Are these schools recommended or decided by the EDB? Or are they selected by local schools on their own? What are the selection criteria?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 33)

Reply:

(a) Starting from the 2018/19 school year, the Education Bureau (EDB) provides recurrent grant (which is set at $150,000 for the 2018/19 school year) and professional support for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. Applications for the grant can be submitted throughout the year. It is anticipated that there will be about 700 participating schools in the 2018/19 school year, and the expenditure involved will be around $105 million. Having regard to their development needs, schools may arrange exchange activities (such as school visits, student activities, seminars, teaching demonstration, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels. Through exchange and collaboration,

sister schools can expand their networks, enhance mutual understanding and communication, strengthen cultural interflows, and work together to enhance the quality of education. As the EDB does not collect information concerning the expenditure on the exchange activities organised by the schools on their own, we are unable to provide the relevant information.

(b) Primary, secondary and special schools in Hong Kong may form sister schools with their counterparts in the Mainland through either the coordination of the EDB or their own networks. As a prevailing practice, we do not disclose the names of schools participating in the scheme and the relevant information to avoid possible labelling effect and unnecessary pressure on individual schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2481)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. In this connection, would the Government advise this Committee of the following:

(a) the Mainland exchange programmes arranged by the EDB for primary and secondary school students respectively in the past 7 school years. Please use the table below to provide the relevant information.

Primary Schools:

	Name of programme	School year	Target participants (year level)	Number of participants	Purpose/ Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure)
1						
2						
3						

Secondary Schools:

	Name of programme	School year	Target participants (year level)	Number of participants	Purpose / Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure)
1						

2						
3						

(b) the professional exchange programmes arranged by the EDB for primary and secondary school teachers respectively in the past 7 school years. Please use the table below to provide the relevant information.

Primary Schools:

	Name of programme	School year	Target participants (subject teacher/ rank)	Number of participants	Purpose / Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure)
1						
2						
3						

Secondary School:

	Name of programme	School year	Target participants (subject teacher/ rank)	Number of participants	Purpose/ Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure)
1						
2						
3						

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 36)

Reply:

(a) To dovetail with the school curriculum and the latest development of our country, the Education Bureau (EDB) organises Mainland exchange programmes with diversified themes and destinations for primary and secondary students, or subsidises those organised by schools every year. Some examples include the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" (「同根同心」—— 香港初中及高小學生內地交流計劃), the "Mainland Exchange Programme for Secondary School

Students" (「同行萬里」中學生內地交流計劃), the "Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland" (初中及高小學生交流活動資助計劃 —— 「赤子情・中國心」), the "Senior Secondary School Students Exchange Programme Subvention Scheme" (高中學生交流活動資助計劃), the "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃) and some thematic Mainland exchange programmes. These programmes enable participants to visit different provinces and cities in the Mainland, consolidate classroom learning, and gain first-hand experience of our country's development in aspects of history, culture, economy, education, science and technology, etc. from multiple perspectives.

The numbers of students participating in Mainland exchange programmes and the expenditures involved in the past 5 school years (from the 2014/15 to 2018/19 school years) are as follows:

School Year	Number of Students (rounded down to the nearest hundred)		Expenditure ($million)[@]	
	Secondary Students	Primary Students	Secondary Students	Primary Students
2014/15	31 700	18 900	40.1	12.6
2015/16	35 800	23 400	46.8	15.1
2016/17	35 300	24 500	50.3	13.9
2017/18[#]	40 200	26 800	57.6	27.8
2018/19[+]	40 200	33 600	64.0	39.3

@ Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

Actual figures revised from last year's estimates

+ Provisional figures

(b) The EDB also organises various professional Mainland exchange programmes for teachers of different subjects and ranks. These programmes mainly include school visits, cultural visits, seminars, lesson observations, professional exchanges, etc. The numbers of teachers participating in Mainland exchange programmes and the expenditures involved in the past 5 school years (from the 2014/15 to 2018/19 school years) are as follows:

School Year	Number of Teachers (rounded down to the nearest ten)	Expenditure ($million)[@]
2014/15	260	1.1
2015/16	410	2.1
2016/17	690	2.9
2017/18[#]	760	5.5
2018/19[+]	1 800	8.7

@ Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

Actual figures revised from last year's estimates

+ Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2494)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Last year, the Government planned to respectively provide a one-off grant of $150,000 and $100,000 to all public sector and Direct Subsidy Scheme primary and secondary schools for the promotion of Chinese history and culture among students. Please advise this Committee of the following:

(a) What is the current position of the use of the grant? Please tabulate the items and their expenditures in connection with the use of the grant in public sector and Direct Subsidy Scheme primary and secondary schools in all 18 districts. If such data are not available, what are the reasons and how can the Education Bureau (EDB) ascertain schools' effective use of the grant to help students better understand Chinese history and culture?

(b) Is there a validity period for the grant? If yes, within how many years are schools supposed to use it up? What would be done to unspent balance? Would unspent balance be clawed back by EDB?

(c) In future, will the EDB roll out similar projects or provide similar grants to support related work in schools? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 43)

Reply:

(a) to (c)

A one-off grant for the promotion of Chinese history and culture is disbursed to all public sector and Direct Subsidy Scheme (DSS) primary and secondary schools (including special schools). The grant, which can be used across years from the 2017/18 school year to the end of the 2019/20 school year, aims at enhancing students' understanding of Chinese

history and culture. In line with the principle of school-based management, schools may, in accordance with their context and development needs, flexibly deploy the grant to support teachers in improving their teaching, and developing school-based activities that help promote Chinese history and culture education. Schools are required to, when using the grant, report details of the funded projects/activities (including the nature of activity, amount of provision used, students' participation rate and assessment results) to their Incorporated Management Committee/School Management Committee for endorsement. Schools are also required to comply with EDB's guidelines on financial management (including procurement procedures and relevant requirements), and set out the details in the audited accounts to be submitted to the EDB annually. The EDB neither makes it compulsory for schools to separately submit an expenditure report together with relevant statistics on the grant, nor compiles statistics on the use of the grant by primary and secondary schools in the 18 districts. Through various channels, such as teachers' professional training activities, focus group meetings and curriculum development visits, the EDB learns about schools' use of the grant and gathers their feedback about the usage.

Schools may use the one-off grant up to the end of the 2019/20 school year (i.e. end-August 2020), and then the EDB will, according to the annual audited accounts submitted, claw back any unspent balance as at 31 August 2020 from aided primary and secondary schools (including special schools), caput secondary schools, and DSS primary and secondary schools. As for government schools, the grant can be used up to 31 August 2020, and then any unspent balance of budget allocation will lapse. The Government will make an overall assessment on schools' deployment of different grants to examine the needs for various types of grants.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3214)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking (NCS) students to be admitted in post-secondary programmes, please provide:

(a) The respective number of local NCS candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) examinations, meeting the general entrance requirements of the University Grants Committee (UGC) First-Year-First-Degree programmes, applied for enrolment, and admitted through JUPAS and non-JUPAS for 2014/15 to 2018/19 academic years;

(b) The respective number of local ethnic minority candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) examinations, meeting the general entrance requirements of the University Grants Committee (UGC) First-Year-First-Degree programmes, applied for enrolment, and admitted through JUPAS and non-JUPAS for 2014/15 to 2018/19 academic years;

(c) The grades obtained and the respective number of local NCS students in each grade as well as subsidy involved who sat for GCE (A-Level) Chinese, GCE (AS Level) Chinese, GCSE Chinese and IGCSE Chinese for the first time for 2014/15 to 2018/19 academic years;

(d) The grades obtained and the respective number of local ethnic minority students in each grade as well as subsidy involved who sat for GCE (A-Level) Chinese, GCE (AS Level) Chinese, GCSE Chinese and IGCSE Chinese for the first time for 2014/15 to 2018/19 academic years.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 12)

Reply:

(a) & (b) In the 2014/15, 2015/16, 2016/17 and 2017/18 school years, the number of non-Chinese speaking (NCS) students (i.e. students whose spoken language at home is not Chinese) attending Secondary (S) 6 in public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum and sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) is 821, 1 035, 1 062 and 1 189 respectively. The information for the 2018/19 HKDSE is not yet available.

According to the statistics provided by the University Grants Committee (UGC)-funded universities, the number of local NCS students (i.e. students whose ethnicity and/or spoken language at home is not Chinese) who had met the general entrance requirements of undergraduate programmes and were admitted to UGC-funded First-Year-First-Degree (FYFD) programmes through the Joint University Programmes Admissions System (JUPAS) in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 academic years is 104, 100, 125, 153 and 157 (figure for the 2018/19 academic year is provisional) respectively, while the number of local NCS students who were admitted to UGC-funded FYFD programmes through non-JUPAS route is 102 (revised figure), 106, 100, 125 and 155 (figure for the 2018/19 academic year is provisional) respectively. A breakdown by ethnic minority students is not available.

(c) & (d) Eligible S4 to S6 school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or HKDSE. Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level. Starting from the 2011/12 school year, apart from the examination subsidy, eligible needy NCS students sitting for the GCSE (Chinese) Examination 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. With the approval of the relief measure announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the aforementioned Chinese Language examinations in the 2018/19 school year is waived accordingly. A breakdown by ethnic minority students is not available.

The number of NCS students subsidised to sit for the aforementioned examinations from the 2014/15 to 2018/19 school years is tabulated below:

Alternative Chinese Language examination	Number of NCS students subsidised (Number of NCS students subsidised to sit for the examinations for the first time)				
	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
GCSE Chinese	995 (919)	1 000 (938)	1 205 (1 140)	1 373 (1 269)	526 (486)
IGCSE Chinese	53 (53)	91 (91)	96 (90)	125 (108)	537 (517)
GCE AS-Level Chinese	273 (271)	289 (284)	245 (241)	300 (295)	428 (421)
GCE A-Level Chinese	150 (142)	156 (150)	201 (192)	152 (130)	53 (45)
Total	1 471	1 536	1 747	1 950	1 544

The expenditure on subsidy for NCS students to sit for the aforementioned examinations from the 2014/15 to 2018/19 school years is tabulated below:

Alternative Chinese Language examination	Actual expenditure in the 2014/15 school year ($ million)	Actual expenditure in the 2015/16 school year ($ million)	Actual expenditure in the 2016/17 school year ($ million)	Actual expenditure in the 2017/18 school year ($ million)	Estimated expenditure in the 2018/19 school year ($ million)
GCSE Chinese	0.64	0.71	0.99	1.23	0.86
IGCSE Chinese	0.09	0.16	0.20	0.25	1.51
GCE AS-Level Chinese	0.64	0.71	0.66	0.83	1.58
GCE A-Level Chinese	0.50	0.51	0.73	0.63	0.29
Total	1.87	2.09	2.58	2.94	4.24

Note: The aforementioned expenditure does not cover the expenditure on the full or half fee remission under the EFRS for eligible needy NCS students sitting for the aforementioned examinations.

It is our established practice that the breakdown of the levels attained by individual groups of students will not be released to avoid any labelling effect and piece-meal interpretation or misinterpretation of the results. Among the NCS students attending S6 in public sector schools and DSS schools offering the local curriculum and sitting for the HKDSE, 220, 320, 350 and 385 of them met the general entrance requirements of undergraduate programmes (with the

majority of them using alternative Chinese Language qualifications) in the 2014/15, 2015/16, 2016/17 and 2017/18 school years respectively. The figure for the 2018/19 school year is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1432)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The estimated expenditure for special education in 2019-20 is $2,959.40 million, which is 8.5% higher than the 2018-19 original estimate. Would the Government please list the items with allocation of the increased estimate and give a breakdown of expenditure by item?

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 51)

Reply:

The provision for 2019-20 under Programme (5) Special Education is $232.8 million or 8.5% higher than the original estimate for 2018-19. This is mainly due to increased provision for various existing grants, including increase in salaries grant for implementation of the all-graduate teaching force policy and the 2018 pay adjustment, as well as additional provision for new grants such as the Life-wide Learning Grant.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1341)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many sites are reserved for school use (including primary, secondary and special schools) in each of the District Council districts? What are the location, site area, planned use, student capacity, present position (e.g. whether there is a concrete School Building Programme or technical feasibility study is being carried out) and development timeframe of each site?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 9)

Reply:

As at March 2019, there are a total of 22 reserved school sites (including primary, secondary and special schools) in the territory having completed the relevant technical feasibility study and the timeframe for school development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as site investigation and school design, are being carried out in accordance with the prevailing procedures. A breakdown of the 22 reserved school sites by districts with their location, site area and planned use, is set out in the Table below. Among them, funding approval for projects on 3 reserved school sites was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2015-16 LegCo Session with the school building works already underway; project on 1 reserved school site was approved in the 2016-17 LegCo Session with the school building works already commenced; project on 1 reserved school site was approved in the 2017-18 LegCo Session with the school building works commenced in 2018. In addition, funding approval for projects on 2 reserved school sites has just been obtained from the current LegCo Session with the school building works about to commence. The projects on another 2 reserved school sites will be submitted to the FC to seek funding approval in the current LegCo Session. For the remaining 13 sites, 4 fall within private development projects or site availability being affected by private development projects, while the rest are being deployed for temporary use, undergoing site formation work or with

preliminary works/detailed design for school building project being undertaken in accordance with the existing mechanism and procedures.

Reserved School Sites by District

No.	District	Location	Site area (rounded to the nearest hundred m^2)	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(i)
2	Kowloon City	To Kwa Wan	7 700	Secondary School	30	(iii)
3	Kowloon City	Ho Man Tin	7 800	Primary School	24	(iii)
4	Kowloon City	Kowloon Tong	7 700	2 Special Schools	12 and 24 respectively	(iii)
5	Kowloon City	Kai Tak Development	6 100	Primary School	30	(iii)
6	Kwun Tong	Anderson Road	7 500	Secondary School	30	(ii)
7	Kwun Tong	Anderson Road	6 500	Primary School	30	(i)
8	Kwun Tong	Anderson Road	7 200	Primary School	30	(iii)
9	Kwun Tong	Anderson Road	6 800	Primary School	30	(iii)
10	North	Fanling	5 900	Primary School	30	(i)
11	North	Fanling	5 900	Primary School	30	(i)
12	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(i)
13	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	(iii)
14	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
15	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
16	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(iii)
17	Tuen Mun	Tuen Mun West	7 100	Special School	16	(i)
18	Islands	Tung Chung	5 800	Special School	18	(i)
19	Sha Tin	Shui Chuen O	8 800	Primary School	30	(ii)
20	Sha Tin	Fo Tan	4 700	Primary School	24	(iv)
21	Tai Po	Area 9	7 100	Primary School	36	(iii)
22	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	(iv)

Remarks:
(i) Funding approval has been obtained from the FC of LegCo for the school building project.
(ii) Funding approval will be sought from the FC of LegCo in the 2018-19 LegCo Session for the school building project.

(iii) The site is being deployed for temporary use, undergoing site formation work or with preliminary works/detailed design for school building project being undertaken in accordance with the existing mechanism and procedures.
(iv) The site falls within a private development project and is not regarded as Government land or the site availability is affected by a private development project.

Insofar as planning of public sector primary and secondary school building projects at those reserved sites is concerned, land is a scarce resource and construction of new school premises involves immense resources. The Education Bureau (EDB) has to consider with prudence if addition of a new operating school would commensurate with the long-term sustainable development of the district concerned so as to avoid negative impacts on the steady development of the school sector as a whole. In this regard, the EDB will take into account factors including the planned development of the area concerned, the school-age population projections which are compiled based on the population projections updated regularly by the Census and Statistics Department and the projection of population distribution released by the Planning Department, the actual number of existing students and school places available at various levels, the prevailing education policies and other factors that may affect the supply and demand of school places, etc. in order to decide whether the planned premises should be used for operating a new school or reprovisioning an existing school, and when to kick-start the relevant school building project.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1342)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Committee on Prevention of Student Suicides published its final report in November 2016. The Education Bureau accepted the recommendations in the report and is in the process of formulating a number of practicable measures and follow-up actions according to the four key areas, including Promotion of Students' Mental Well-being and Health, Strengthening Support for Schools and Teachers, Reviewing Relevant Domains in the Education System, and Enhancement of Family Life and Parent Education. What are the details of the funds reserved for implementing the above recommendations in 2019/20? What is the increase or decrease in the funding when compared with the figure for 2018/19?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 10)

Reply:

The Education Bureau (EDB) has been encouraging schools to adopt the Whole School Approach directed at three levels, namely "Universal", "Selective" and "Indicated" to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk).

At the Universal level, the EDB has been actively promoting diversified development programmes featuring adventure-based, team building and problem-solving training, such as the "Understanding Adolescent Project" for primary schools, and the "Enhanced Smart Teen Project" for secondary schools and the "Pupil Ambassador Scheme on Positive Living", to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. The expenditure involved for the above work in 2018-19 is about $66 million. The estimated expenditure for 2019-20 is about $75 million. Besides, the EDB and the Department of Health (DH) jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2018/19 school year to enhance students' awareness and understanding of mental health and strengthen their ability to cope with environmental changes. Schools (or

in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding $200,000 through simplified application procedures to organise activities related to the Campaign. Up to February 2019, more than 700 applications were approved under the Joyful@School Campaign with a total grant amount of more than $150 million.

At the Selective level, starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, the EDB also provides teachers of primary and secondary schools with the "Professional Development Programme for Mental Health", including elementary training for teachers at large and in-depth training for designated teachers with a view to raising their awareness of mental health and enhancing their professional knowledge and skills to identify and support students with mental health needs. The EDB provides public sector mainstream schools with around 2 000 training places for the "Professional Development Programme for Mental Health" in the 2018/19 and 2019/20 school years. Besides, in each school year, the EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. In general, the revised estimated expenditure for teacher training courses on supporting students with SEN and various related training activities for the 2018/19 school year is about $90 million. The estimated expenditure for the 2019/20 school year is about $100 million. To help schools identify and support students with mental health needs, the EDB has published "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" which was developed in collaboration with the Hospital Authority (HA).

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with the EDB, the HA and the Social Welfare Department (SWD), has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through a school-based platform.

The EDB works with the Curriculum Development Council to continuously review the primary and secondary curricula in order to better cater for learning differences. The EDB suggests schools coordinate the daily amount of homework assigned so that students can have sufficient time to rest, play and develop their interests. The EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made under the New Academic Structure Review, so as to support schools and meet the diverse learning needs of students. Measures included the following: increasing the flexibility in deploying lesson time; trimming, enhancing or updating the curriculum contents and assessment arrangements, and clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload;

arranging for more Applied Learning (ApL) courses to register in the Qualifications Register and increasing learning opportunities for workplace experience; and encouraging students interested in vocational and professional education and training to study one to two ApL courses. The EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about two years to make directional recommendations on the school curriculum to the Government. The expenses for the above work have been subsumed under the overall expenditure of the EDB.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing vocational and professional education and training or prepared to enter the workforce, so as to enhance their English proficiency and provide opportunities for them to attain relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, the EDB endeavors to promote home-school co-operation and parent education. The EDB has all along been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in the early identification of their children's emotional problems and fostering positive thinking in their children. Besides, the EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. In parallel, the Education Commission set up the Task Force on Home-school Co-operation and Parent Education in December 2017 to review the existing approach in promoting home-school co-operation and parent education and to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children grow up happily and healthily, and learn effectively through, among others, promotion of correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. Accepting the Task Force’s recommendations, the EDB will provide Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools with additional resources for enhancing home-school co-operation and promoting parent education starting from the 2019/20 school year. In 2018-19, the expenditure for promoting home-school co-operation and parent education is about $37.14 million and the estimated expenditure for 2019-20 is about $63.38 million.

Besides, on the request of the Chief Executive in October 2017, the Labour and Welfare Bureau (LWB) coordinated a cross-bureaux/departments Task Force on Prevention of Youth Suicides (the Task Force). The Task Force was to take stock of the progress of implementation of recommendations set out in the Final Report of the Committee on Prevention of Student Suicides issued in 2016 by the Committee on Prevention of Student Suicides commissioned by the EDB, and to consider if further policy measures and action should be taken to strengthen the efforts to prevent youth suicides. In addition to the LWB and EDB, the Task Force also comprises the FHB, the Home Affairs Bureau, the SWD, the

DH and the HA. The Chief Executive endorsed the Report of the Task Force on Prevention of Youth Suicides (Task Force Report) in November 2018. The full text of the Task Force Report has been uploaded to the LWB website (https://www.lwb.gov.hk/eng/other_info/TFPYS_Report_(English).pdf).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1343)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide, by District Council district, the respective number of kindergartens that operate half-day, whole-day and long whole-day classes, as well as the numbers of their students and serving teachers. Please also provide the wastage figures of teachers in half-day, whole-day and long whole-day kindergartens in the past 3 years, and set out the length of service, academic qualifications and salaries of these teachers.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 11)

Reply:

The respective numbers of kindergartens (KGs), students and serving teachers in all half-day (HD), whole-day (WD) KGs, and KGs with both HD and WD classes by District Council district in the 2018/19 school year (Note 1) are tabulated below:

(i) KGs with HD classes only

District	No. of KGs	No. of students	No. of teachers
Central & Western	25	4 006	320
Wan Chai	18	5 057	358
Eastern	28	3 744	265
Southern	18	1 812	167
Sham Shui Po	14	2 952	237
Yau Tsim Mong	17	3 378	243
Kowloon City	51	15 667	957
Wong Tai Sin	7	2 073	127
Kwun Tong	16	3 901	245
Tsuen Wan	18	4 241	288
Tuen Mun	9	2 459	129
Yuen Long	23	6 556	381
North	7	2 320	138
Tai Po	9	1 294	89
Sha Tin	24	6 135	380
Sai Kung	20	3 284	203
Islands	11	1 044	76
Kwai Tsing	13	3 310	203

(ii) KGs with WD classes only

District	No. of KGs	No. of students	No. of teachers
Central & Western	10	809	106
Wan Chai	9	940	119
Eastern	15	1 098	143
Southern	8	723	84
Sham Shui Po	14	1 634	207
Yau Tsim Mong	15	1 494	178
Kowloon City	22	2 118	241
Wong Tai Sin	18	1 639	195
Kwun Tong	27	2 609	301
Tsuen Wan	10	1 121	135
Tuen Mun	19	1 550	191
Yuen Long	18	1 820	220
North	10	908	109
Tai Po	9	897	116
Sha Tin	22	2 115	255
Sai Kung	13	1 097	141
Islands	6	551	55
Kwai Tsing	16	1 523	176

(iii) KGs with both HD and WD classes

District	No. of KGs	No. of students	No. of teachers
Central & Western	12	1 448	130
Wan Chai	4	1 053	83
Eastern	40	6 193	519
Southern	14	2 117	175
Sham Shui Po	23	4 971	373
Yau Tsim Mong	9	1 682	163
Kowloon City	28	4 373	398
Wong Tai Sin	23	3 330	299
Kwun Tong	33	5 673	480
Tsuen Wan	13	1 785	176
Tuen Mun	40	7 957	655
Yuen Long	37	7 679	596
North	31	5 910	450
Tai Po	19	4 338	326
Sha Tin	35	6 028	521
Sai Kung	31	4 556	386
Islands	18	2 209	184
Kwai Tsing	34	5 221	453

Among KGs with WD classes shown in tables (ii) and (iii) above, the numbers of former aided child care centres (FACs) (Note 2), and the numbers of their students and serving teachers are tabulated below:

District	No. of FACs	No. of students	No. of teachers
Central & Western	9	754	98
Wan Chai	6	520	71
Eastern	17	1 130	154
Southern	8	717	82
Sham Shui Po	13	1 462	185
Yau Tsim Mong	14	1 405	171
Kowloon City	15	1 478	172
Wong Tai Sin	17	1 580	189
Kwun Tong	24	2 333	271
Tsuen Wan	10	1 121	135
Tuen Mun	19	1 533	187
Yuen Long	18	1 820	220
North	10	908	109
Tai Po	9	897	116
Sha Tin	20	1 915	231
Sai Kung	13	1 053	140
Islands	5	373	41
Kwai Tsing	19	1 743	204

The wastage (Note 3) of teachers in local KGs with WD, HD and both HD and WD classes in the 2016/17, 2017/18 and 2018/19 school years, and their average years of service, average salary per month and academic qualifications are tabulated below:

(i) 2016/17 school year

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage	232	416	663
Average years of service	11.7	11.8	11.5
Average salary per month	$21,605	$21,181	$19,102
Number of teachers with Certificate in Early Childhood Education or above	212	279	538

(ii) 2017/18 school year

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage	203	428	674
Average years of service	12.1	12.2	12.7
Average salary per month	$22,270	$22,401	$19,802
Number of teachers with Certificate in Early Childhood Education or above	186	332	547

(iii) 2018/19 school year (Note 1)

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage	329	480	776
Average years of service	9.9	10.8	12.4
Average salary per month	$23,944	$23,970	$22,755
Number of teachers with Certificate in Early Childhood Education or above	315	388	678

Among the above KGs with WD classes, the respective number of wastage of teachers in FACs (Note 2) in the 2016/17, 2017/18 and 2018/19 school years, and their average years of service, average salary per month and academic qualifications are tabulated below:

Teachers in FACs (Note 2)			
School year	2016/17	2017/18	2018/19 (Note 1)
Number of wastage	232	215	334
Average years of service	11.6	11.9	9.5
Average salary per month	$21,459	$21,966	$23,828
Number of teachers with Certificate in Early Childhood Education or above	216	199	321

Note:

1. Figures for the 2018/19 school year are provisional.
2. FACs refer to aided child care centres operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.
3. "Wastage" refers to the number of drop-out teachers who had served in local KGs/Long WD KGs as at mid-September of the preceding school year but no longer served in any KGs as at mid-September of the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1344)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please tabulate the number of children still having to pay school fees and the amount of school fees payable on top of subsidy following the implementation of free kindergarten education.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 12)

Reply:

In the 2018/19 school year, the number of eligible students in kindergartens (KGs) joining the KG education scheme who have to pay school fees is 51 715 (of whom 8 878 are enrolled in half-day (HD) classes, 21 933 in whole-day (WD) classes and 20 904 in long whole-day (LWD) classes) (provisional figures as at September 2018). Families with financial needs may apply for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme. The number of students who still have to pay school fees after deducting fee remission is 42 250 (of whom 8 563 are enrolled in HD classes and 33 687 in WD and LWD services). As applicants for school fee remission are not required to indicate whether they are enrolled in LWD classes, a breakdown of WD and LWD classes is not available. The lowest and highest annual school fees charged by these KGs are tabulated by HD class, WD class and LWD class below:

Annual school fee (Note 1)	HD class	WD class	LWD class (Note 2)
Highest school fee ($)	10,100	26,200	26,200
Lowest school fee ($)	100	200	700

Note 1: Figures are rounded to the nearest 100. KGs providing both HD and WD/LWD classes will be counted in the respective column under HD, WD and LWD classes at the same time.

Note 2: LWD classes refer to former aided child care centres operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1844)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of cross-boundary students in kindergartens for the past 3 years by district;

2. Please provide the number of cross-boundary students in primary schools for the past 3 years by district;

3. Please provide the number of cross-boundary students in secondary schools for the past 3 years by district;

4. Please provide the number of cross-boundary students in special schools for the past 3 years by school type.

Asked by: Hon LEUNG Che-cheung (LegCo internal reference no.: 39)

Reply

1. The number of cross-boundary students in kindergartens (including kindergarten-cum-child care centres) by district for the past 3 years is given below:

District	School Year	Total
North	2016/17 2017/18 2018/19	4 500 2 997 1 675
Tai Po	2016/17 2017/18 2018/19	182 94 25
Sha Tin	2016/17 2017/18 2018/19	39 16 3

Yuen Long	2016/17 2017/18 2018/19	1 723 802 185
Tuen Mun	2016/17 2017/18 2018/19	1 257 624 130
Tsuen Wan & Kwai Tsing	2016/17 2017/18 2018/19	85 40 9
Tung Chung	2016/17 2017/18 2018/19	60 37 4
Wong Tai Sin	2016/17 2017/18 2018/19	0 0 0

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

2. The number of cross-boundary students in primary schools by district for the past 3 years is given below:

District	School Year	Total
North	2016/17 2017/18 2018/19	6 679 7 067 7 583
Tai Po	2016/17 2017/18 2018/19	2 543 2 787 2 963
Sha Tin	2016/17 2017/18 2018/19	555 602 630
Yuen Long	2016/17 2017/18 2018/19	4 233 4 663 4 667
Tuen Mun	2016/17 2017/18 2018/19	2 763 2 865 3 052
Tsuen Wan & Kwai Tsing	2016/17 2017/18 2018/19	215 466 505

Tung Chung	2016/17 2017/18 2018/19	200 381 424
Wong Tai Sin	2016/17 2017/18 2018/19	270 384 364

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

3. The number of cross-boundary students in secondary schools by district for the past 3 years is given below:

District	School Year	Total
North	2016/17 2017/18 2018/19	2 228 2 562 3 123
Tai Po	2016/17 2017/18 2018/19	516 708 1 004
Sha Tin	2016/17 2017/18 2018/19	62 84 137
Yuen Long	2016/17 2017/18 2018/19	391 471 796
Tuen Mun	2016/17 2017/18 2018/19	157 258 489
Tsuen Wan & Kwai Tsing	2016/17 2017/18 2018/19	0 0 3
Tung Chung	2016/17 2017/18 2018/19	0 1 14
Wong Tai Sin	2016/17 2017/18 2018/19	1 0 1

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

4. The number of cross-boundary students in special schools by school type for the past 3 years is given below:

School Year	Kindergarten (including kindergarten-cum-child care centre)	Primary School	Secondary School	Total
2016/17	0	89	25	114
2017/18	0	114	25	139
2018/19	0	102	23	125

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1845)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimates that regarding national education, 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." In this connection, please provide the following information:

1. National education activities held in the past 3 years, including the target groups and the expenditures involved.

2. National education activities to be held in 2019-20, including the target groups and the estimated expenditures involved.

3. Apart from organising Mainland exchange programmes, arranging professional exchange programmes for teachers and providing professional support to schools, what other educational materials on national education are provided for students through class or school activities? If no such information can be provided, why?

Asked by: Hon LEUNG Che-cheung (LegCo internal reference no.: 40)

Reply:

1. to 3.

The expenditure for the Mainland exchange programmes in the past 3 school years (2016/17 to 2018/19) and the 2019/20 school year is as follows:

School year	Expenditure ($ million)[@]	
	Programmes for primary and secondary school students	Programmes for primary and secondary school teachers
2016/17	64.2	2.9
2017/18 [#]	85.4	5.5
2018/19 [*]	103.3	8.7
2019/20 [++]	115	13.2

[@] Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the Education Bureau (EDB)

[#] Actual figures revised from last year's estimates

[*] Provisional figures

[++] Estimated figures

National education in the wider context also includes learning about various aspects of our country from an appropriate perspective through different subjects. There are references to our country's history, culture, geographic features, development, etc. in the curriculum content of History, General Studies, Chinese Language, Geography and even Music and Arts. Moreover, elements that enable a better understanding of our country are added to different life-wide learning activities, such as activities related to the Hong Kong Special Administrative Region Establishment Day or National Day. The EDB provides support for schools in various areas. The relevant expenditure is subsumed under the recurrent expenditure of the EDB and cannot be identified separately.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1588)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Since the introduction of the Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2011-12, there is a continuous decline in candidature and the Hong Kong Examinations and Assessment Authority (HKEAA) has recorded deficits in the overall fiscal position for 5 consecutive years. Although the proposal to provide non-recurrent funding support to the HKEAA was supported by the Panel on Education, the expenditure on HKDSE Examination is on a rising trend. In view of future development, would the Administration advise this Committee of the following:

1. Regarding the fiscal position of the HKDSE Examination, will the Administration deploy more resources to improve the current situation?

2. What are the details of the deployment of resources both in the short term and long term?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 36)

Reply:

1. and 2.

The Hong Kong Examinations and Assessment Authority (HKEAA) is an independent statutory body set up in accordance with the Hong Kong Examinations and Assessment Authority Ordinance (Cap. 261) (HKEAAO). The Hong Kong Diploma of Secondary Education (HKDSE) Examination fees charged according to the HKEAAO is a major source of income of the HKEAA. In 2017/18, the income related to the HKDSE Examination accounted for about 52% of the HKEAA's income, while that related to international and professional examinations as well as other local examinations contributed to the remaining share of the income. The current mode of operation and cost structure of

the HKEAA cannot support the long-term operation of the HKDSE Examination, resulting in financial difficulties faced by the HKEAA. In 2017/18, the HKDSE Examination recorded a deficit of about $69.2 million, leading to an overall deficit of about $10.1 million for the HKEAA, partly offset by the surplus derived from other income. As the candidature for HKDSE Examination is expected to stay on a declining trend in the coming years, the financial position of the HKEAA will continue to deteriorate.

The HKEAA is working out a proposal to ensure its long-term financial sustainability in consultation with the Government. A concrete plan is yet to be formulated. As a tide-over measure pending the comprehensive review, the Government will provide the HKEAA with a non-recurrent funding of no more than $360.8 million in 4 years to support its effective operation during the period.

The HKEAA and Government envisage that the detailed study will take time to complete. Views of Members of relevant Legislative Council committees and stakeholders will be sought and carefully considered in the process to ensure that the recommended way forward can support HKEAA's effective operation in the long run.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1589)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has implemented the new kindergarten education scheme (KG Scheme) with effect from the 2017/18 school year to provide direct subsidy for eligible local non-profit-making kindergartens for the provision of quality half-day service for all eligible children aged between 3 and 6. In this connection, would the Administration advise this Committee of the following:

1. How much resources will be allocated to provide an additional grant for children of needy families to defray school-related expenses relating to kindergarten education?

2. As for kindergartens admitting non-Chinese speaking (NCS) students, what is the additional subsidy for supporting NCS students in different tiers? What are the details?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 37)

Reply:

1. Applicants who pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency and meet the eligibility criteria under the Kindergarten and Child Care Centre Fee Remission Scheme are eligible for an additional grant to defray school-related expenses incurred from the students' kindergarten education starting from the 2017/18 school year. The full grant rate for the 2018/19 school year is $3,940 which is pegged at the level of grant for school-related expenses for kindergarten students under the Comprehensive Social Security Assistance. The expenditure for the grant for school-related expenses is about $112.6 million in the 2018/19 school year (as at 31 January 2019). The estimated expenditure for the 2019/20 school year is $129.9 million.

2. At present, for kindergartens (KGs) joining the KG education scheme (Scheme), those admitting 8 or more non-Chinese speaking (NCS) students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. Starting from the 2019/20 school year, a 5-tiered subsidy will be provided for KGs joining the Scheme according to the number of NCS students admitted. KGs admitting 1 NCS student will also receive the subsidy and the subsidy for the highest tier will be a double of the current level. Details are as follows:

Tier	Number of NCS students	Subsidy amount
1	1 to 4	New cash grant of $50,000 per year
2	5 to 7	New subsidy at a rate of 0.5 KG teacher
3	8 to 15	Subsidy at a rate of 1 KG teacher (i.e. the current arrangement)
4	16 to 30	Increased subsidy at a rate of 1.5 KG teachers
5	31 or more	Increased subsidy at a rate of 2 KG teachers

The total additional expenditure for the 2019/20 school year is estimated at around $40 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1590)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

To strengthen student guidance service in public sector primary schools, the Education Bureau introduced the enhanced provision in the 2018/19 school year by implementing the policy of "one school social worker for each school". Also, as announced in this year's Budget, the measure of "two school social workers for each school" will be rolled out in secondary schools. Still, the sector finds the provision inadequate. School social workers have to manage an expanding workload in dealing with student issues. They not only handle cases, but also conduct activities for students' development. In this connection, would the Administration advise this Committee of the following:

(1) Will the remuneration of school social workers be adjusted? If yes, what are the details? If no, what are the reasons?

(2) What is the increase in the provision for school social workers? Will other support measures be taken to ease the workload on school social workers?

(3) Apart from school social workers, other social workers are under heightened stress. Will the Administration allocate resources to alleviate their pressure? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 38)

Reply:

(1) to (3)

For primary schools, the Education Bureau (EDB) has implemented the policy of "one school social worker for each school" to public sector primary schools starting from the 2018/19 school year. Schools that adopt the New Funding Mode may choose to create a

regular Assistant Social Work Officer (ASWO) post on the approved staff establishment. The salary of the ASWO employed by schools is pegged to that of the civil service post, i.e. point 16 to point 33 on Master Pay Scale, and is subject to the annual civil service pay adjustment. The terms of appointment, benefits and supply staff arrangement are the same as specialists paid by the Salaries Grant in schools. Schools that choose to employ a school-based social worker using the School Social Work Service Grant are advised to make reference to the above pay scale and clearly specify in the contract the salary and terms of appointment upon mutual agreement.

On support for social workers in primary schools, starting from the 2018/19 school year, each school adopting the New Funding Mode is provided with the Consultation Service Grant (CSG) to procure consultation, supervision or other support services for school social workers. The amount of CSG for each school in the 2018/19 school year is $123,449. Besides, the existing arrangements for the Top-up Student Guidance Service Grant (Top-up Grant) will be enhanced under the New Funding Mode. Overall speaking, all public sector primary schools are provided with more resources to employ extra staff or procure additional services to strengthen student guidance service. Under the New Funding Mode, it is estimated that the annual additional recurrent expenditure in ordinary primary schools is around $111 million. While implementing the policy, the EDB will review the mode of collaboration between student guidance and social work services, and communicate with the education sector to identify the best way to provide school social work and guidance services by exploring all feasible proposals.

As for secondary schools, school social work services are, through the subvention of the Social Welfare Department (SWD), provided by non-governmental organisations (NGOs). Under the Lump Sum Grant (LSG) Subvention System, staff remuneration and terms of appointment fall within the realm of corporate governance of NGOs. As long as their subvented service units have met the requirements of the Funding and Service Agreement (including performance standards), NGOs may deploy the LSG flexibly to handle matters relating to staff remuneration, allowances and fringe benefits, and to defray other operational expenses.

Starting from the 2019/20 school year, the Government will implement the policy of "two social workers for each school" and enhance supervisory support in over 460 secondary schools in the territory. The additional full year recurrent provision involved will be around $313 million. The SWD will review the service output and outcome indicators of school social work services with relevant organisations in due course.

The Government will continuously review the demand for social workers arising from the development of welfare services, and seek in a timely manner additional manpower resources to cope with service demand.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1591)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Chinese History subject has finally been made compulsory in junior secondary level after years of striving. In the revised Chinese History curriculum framework for Secondary 1 to 3, which will be implemented grade by grade from 2020, Chinese history is divided into 9 historical periods. However, in the curriculum documents for Liberal Studies, a compulsory subject, no scope of knowledge is specifically defined. In this connection, would the Administration please advise this Committee on the following:

1. How will the Administration support teachers in the teaching of Chinese History and Liberal Studies? What are the details?

2. While the curriculum framework for the Chinese History subject suggests that 76% of the total teaching hours should be allocated to political developments, 14% to cultural characteristics and 10% to development in Hong Kong, the curriculum documents for Liberal Studies only provides topic names and suggested content as a brief framework for learning and teaching, which is open to interpretation by frontline teachers and setters at the Hong Kong Examinations and Assessment Authority. As such, how can the Administration ensure that political ideals are taught in an unbiased manner?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 39)

Reply:

1. In respect of supporting teachers in teaching Chinese History, the Education Bureau (EDB) has been working with experts, academics and experienced frontline teachers to produce various kinds of learning and teaching materials, such as e-learning and visual teaching resources, and training materials for the study of history. Seminars and workshops on curriculum interpretation, curriculum leadership, and learning and teaching strategies are organised for teachers. Besides, there are the establishment of learning

communities and the arrangements of school-based support services. Mainland study tours on history are organised for teachers to enrich their knowledge of Chinese history and refine learning and teaching strategies. In addition, the EDB has disbursed a one-off grant to schools for the promotion of Chinese history and culture. In accordance with school context and developmental needs, schools may deploy the grant flexibly to support teachers in improving their teaching, which includes developing high quality electronic or other school-based learning and teaching resources, and supporting teachers to participate in teaching-related interflow activities in the Mainland.

The EDB's strategies on supporting teachers in teaching Liberal Studies (LS) are the same as those for Chinese History. A series of support measures are implemented on an ongoing basis. These include organising various kinds of professional development programmes for teachers (e.g. Mainland study trips) and district-based network activities, developing learning and teaching resources to support curriculum implementation, and providing online resources platform and school-based support services. We have launched the Web-based Resource Platform for LS (ls.edb.hkedcity.net) to provide for teachers a wide variety of practical curriculum resources, learning and teaching materials, assessment items, etc., which are updated and enriched on a regular basis. Moreover, through school-based support services, the EDB helps participating schools improve their school-based curriculum, develop learning and teaching materials, strengthen learning and teaching strategies, cater for learner diversity, develop experiential learning, etc. At the same time, professional interaction and collaboration among teachers across schools have been enhanced through professional learning communities and district-based network activities. Online student forums have also been organised with other organisations to promote discussion and exchange among schools.

2. The curriculum documents of LS provide the overall curriculum framework of the subject by setting out the areas of study, modules and themes as well as suggested perspectives and directions for enquiry. For the reference of teachers and the Hong Kong Examinations and Assessment Authority (HKEAA), the EDB has published the Liberal Studies Curriculum and Assessment Resource Package, the Liberal Studies Curriculum Resources Booklet Series, etc. to provide exemplars, relevant learning materials and suggestions for school-based adaptations in respect of learning content and focuses, basic knowledge and concepts, assessment requirements of the curriculum, etc. LS focuses on nurturing students as informed and responsible citizens with a sense of national identity and global perspectives. Our curriculum documents have clearly pointed out that teachers should adopt a pedagogical approach that could enable students to objectively analyse from different perspectives when touching on different issues, including socio-political affairs. In teacher training programmes, inspections, curriculum development visits and daily contacts with schools, we also emphasise that it is important for teachers to provide students with diversified learning materials to ensure that they will not be influenced by any single perspective or even biased political propaganda during LS lessons. The Task Force on Review of School Curriculum (Task Force) is conducting a review on school curriculum framework and assessment as a whole. If there are any recommendations made by the Task Force on the curriculum or assessment of LS, the EDB will conduct detailed discussion and follow up with the sector in accordance with the established advisory /consultation mechanism (including the Curriculum Development Council, HKEAA, etc.) and procedures to bring about improvements to the LS curriculum as well as learning and teaching.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1592)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The 2018 Policy Address proposed to provide a new recurrent Life-wide Learning Grant with an annual provision of $900 million for public sector schools and schools under the Direct Subsidy Scheme starting from the 2019/20 school year. In this connection, would the Government inform this Committee of:

1. the allocation of resources to out-of-classroom experiential learning activities in various curriculum areas such as the humanities, STEM education, physical and aesthetic development, and moral and civic education; and
2. the number of participating primary and secondary school students.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 41)

Reply:

1. and 2.

It is proposed in the 2018 Policy Address that a new recurrent Life-wide Learning Grant with an annual provision of $900 million will be provided to public sector schools and schools under the Direct Subsidy Scheme (DSS) starting from the 2019/20 school year, to support them to take forward, on the present foundation, life-wide learning with enhanced efforts through organising more out-of-classroom experiential learning activities in various curriculum areas such as the humanities, STEM education, physical and aesthetic development, and moral and civic education, so as to provide students with more lively and enriched learning experiences as well as opportunities to apply what they have learnt. We are now collecting views from the school sector for formulating the guidelines on the use of the Grant. When setting the subsidy rates, we would not set a specific amount of resources to be allocated to a particular subject/curriculum area. Schools may, in the light of school

contexts and students' learning needs, flexibly use the Grant to organise life-wide learning activities for students. The Grant is to support public sector and DSS schools to promote life-wide learning, and is applicable to all students studying in these schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1593)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has been vigorously promoting the Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area) and the Belt and Road initiative while appealing to the young people to grasp the opportunity to develop their careers in those regions. In this connection, would the Government please provide the following information:

1. The number of places for exchange activities in the Greater Bay Area and the Belt and Road countries provided by the Government in each of the past 3 years and the details of these activities.

2. The resources made available by the Government to help young people develop their careers in the Greater Bay Area as part of its effort to promote the Greater Bay Area.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 43)

Reply:

In consultation with the HAB, our consolidated reply is as follows.

In response to the development of Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area) and the Belt and Road Initiative, the Education Bureau (EDB) has organised different Mainland exchange programmes for primary and secondary school students in recent years with diversified themes such as history, culture, economy, education, science and technology. With diversified learning activities, these programmes enable students to understand the characteristics and advantages of the cities concerned, thereby reflecting on the opportunities brought about by our country's development. The numbers of places offered for students to join the exchange programmes in the past 3 school years (from the 2016/17 to 2018/19 school years)are 39 500, 40 500 and 60 000 respectively.

Starting from the 2011/12 academic year, the EDB has implemented the Pilot Mainland Experience Scheme (the Scheme) to subsidise post-secondary students to participate in short-term internship or learning activities in the Mainland. All local institutions offering locally-accredited post-secondary programmes are eligible to join the Scheme. A non-means-tested subsidy is provided under the Scheme, and the respective number of post-secondary students receiving the subsidy in the past 3 academic years (from the 2016/17 to 2018/19 academic years) is 3 500, 3 300 and 3 300[1]. In addition, the Scheme for Subsidy on Exchange to "Belt and Road" Regions for Post-secondary Students was launched by the EDB in July 2016 to support financially needy students to take part in exchange activities outside Hong Kong. In the first 2 subsidised periods (i.e. July 2016 to August 2017 and September 2017 to August 2018), the respective number of students in receipt of the subsidy was 820 and 794.

At present, the Home Affairs Bureau (HAB) also implements various schemes outside schools to broaden young people's horizons and help them learn about the opportunities brought by the development of the Greater Bay Area and the Belt and Road Initiative. Details are set out below.

Through the Funding Scheme for Youth Exchange in the Mainland, the HAB sponsors non-governmental organisations (NGOs) to organise youth exchange activities in the Mainland for Hong Kong young people to enhance the awareness and understanding of their home country and foster their exchange with people in the Mainland. Moreover, through the Funding Scheme for Youth Internship in the Mainland (FSYIM), the HAB sponsors NGOs to organise youth internship projects in the Mainland (including Mainland cities in the Greater Bay Area) for Hong Kong young people to gain exposure to authentic work environment in the Mainland and deeper understanding of the employment market and the workplace culture there. The HAB has also launched, among others, the "Guangdong-Hong Kong-Macao Greater Bay Area Hong Kong Youth Internship Programme" under the framework of the FSYIM to provide our young people with additional internship places offered by enterprises and agencies in the Greater Bay Area. The internship places involve different professions and industries such as finance, law, commerce and information technology in order to expand their internship opportunities in the Greater Bay Area.

As for entrepreneurship, the HAB rolled out two new funding schemes under the Youth Development Fund, namely the "Funding Scheme for Youth Entrepreneurship in the Guangdong-Hong Kong-Macao Greater Bay Area" and the "Funding Scheme for Experiential Programmes at Innovation and Entrepreneurial Bases in the Guangdong-Hong Kong-Macao Greater Bay Area", in March this year. The former subsidises NGOs in Hong Kong to offer more specific entrepreneurial support and incubation services for Hong Kong young people to start their businesses in Hong Kong and/or Mainland cities of the Greater Bay Area, including helping them settle in entrepreneurial bases and providing them with a capital subsidy. The latter subsidises eligible NGOs in Hong Kong to organise short-term experiential programmes at the innovation and entrepreneurial bases in Mainland cities of the Greater Bay Area, with a view to enriching Hong Kong young people's understanding of the youth entrepreneurial bases in Mainland cities of the Greater Bay Area,

[1] Provisional figures

as well as the relevant policies and supporting measures on innovation and entrepreneurship in the Mainland. This will in turn help young people consider settling in the relevant entrepreneurial bases and starting businesses therein in the future. Besides, the HAB will inject $300 million into the Youth Development Fund to strength entrepreneurial support for Hong Kong young people.

With regard to the Belt and Road Initiative, the HAB has also supported NGOs in organising international exchange projects (including exchange activities in Belt and Road countries) targeted at Hong Kong young people through both the Funding Scheme for International Youth Exchange (FSIYE) and the previous Funding Scheme for Exchange in Belt and Road Countries, with a view to broadening young people's horizons and enabling them to have in-depth exchange with local youths there so as to foster "people-to-people bond". In order to enhance its effectiveness and to facilitate the submission of applications by NGOs, the Funding Scheme for Exchange in Belt and Road Countries has been incorporated into the FSIYE since 2018-19.

The respective numbers of participants in internship/exchange programmes in the Greater Bay Area and Belt and Road regions under the above schemes are tabulated below:

Year	Number of young participants in exchange programmes in Belt and Road regions	Number of young participants in internship/exchange programmes in the Greater Bay Area
2018-19 (Estimate)	Applications are being processed and hence no figures are yet available	5 300
2017-18	1 300	Breakdown information not readily available
2016-17	651	Breakdown information not readily available

Since the application period for the new funding schemes under the Youth Development Fund is from 22 March to 30 May, no information on the number of youth beneficiaries can be provided for the time being.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1594)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In 2019-20, the estimated recurrent expenditure on education, social welfare and healthcare accounts for about 60% of government recurrent expenditure, exceeding $250 billion in total. Recurrent expenditure in these 3 areas recorded a cumulative increase of 45% over the past 5 years. Furthermore, the Policy Address announced the injection of $20 billion into the Research Endowment Fund of the Research Grants Council under the University Grants Committee to provide sufficient funding. Education expenditure is clearly on the rise. However, in this year's Budget, education expenditure is no longer given a dedicated chapter but is instead subsumed under random topics such as "development of innovation and technology", "popular science education" and "promotion of research and development". In this connection, would the Government please inform this Committee of:

1. the provision for and details on supporting non-Chinese speaking primary and secondary students; and
2. the resources set aside for primary and secondary students' exchange programmes.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 44)

Reply:

1. The support measures and the estimated expenditure for non-Chinese speaking (NCS) students in primary and secondary schools in the 2019/20 school year are tabulated at Annex A. It is also announced in the 2018 Policy Address that the Education Bureau (EDB) will, starting from the 2019/20 school year, provide a 5-tiered subsidy for kindergartens joining the kindergarten education scheme based on the number of NCS students admitted. The expenditure incurred by this new initiative is already subsumed under EDB's provision in the 2019-20 estimates.

2. In the 2019/20 school year, the estimated provision for exchange activities for primary and secondary students is about $115.81 million. EDB also provides a recurrent grant for each local public sector or Direct Subsidy Scheme (DSS) school (including special school) that has formed sister schools with its counterparts in the Mainland. The grant has been increased from $120,000 in the previous school year to $150,000 for the 2018/19 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year. Professional support will also be provided for these participating schools. Details of the exchange activities for primary and secondary students are set out at Annex B.

Educational support measures for non-Chinese speaking (NCS) students in the 2019/20 school year

Support measures	Estimated expenditure in the 2019/20 school year $ million
Starting from the 2014/15 school year, the additional funding to schools has been substantially increased and school-based professional support enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of the Chinese language as well as the creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	290.7 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays, and provide learning and teaching resources for those NCS students who have a late start in the learning of the Chinese language, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.4

Support measures	Estimated expenditure in the 2019/20 school year $ million
Summer Bridging Programme for NCS students in primary schools Starting from 2013, parents of NCS students could accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.5
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	9.3
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE). Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.	5.92 Note 2
Starting from the 2019/20 school year, additional resources will be provided under a 3-tiered structure to public sector ordinary primary and secondary schools admitting NCS students with special educational needs.	22.0
In the 2018/19 and 2019/20 school years, secondary schools admitting NCS students are provided with additional resources to support their NCS students in using Chinese to learn Chinese History.	15.0

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 under the overall expenditure of EDB and/or different funds, and a breakdown of expenditure by item is not available.

2. With the approval of the relief measures announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the non-local Chinese Language examinations concerned in the 2018/19 school year is waived accordingly. The same proposal is made in the 2019-20 Budget and will be examined by the Finance Committee of the Legislative Council. The expenditure which may be incurred by the waiver is already covered in the estimates.

Annex B

Estimated provision for exchange activities for primary and secondary students in the 2019/20 school year

Exchange activities for primary and secondary students	**Estimated provision in the 2019/20 school year $ million**
Exchange activities for primary and secondary students include study trips to the Mainland and other countries that dovetail with the school curriculum, with the aim to widening their horizons.	115.81
EDB provides a recurrent grant and professional support for each local public sector or DSS school (including special school) that has formed sister schools with its counterparts in the Mainland. Having regard to their development needs, schools may arrange exchange activities (such as school visits, student activities, seminars, teaching demonstration, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels. Through exchange and collaboration, sister schools can expand their networks, enhance mutual understanding and communication, strengthen cultural interflows, and work together to enhance the quality of education.	In the 2018/19 school year, the recurrent grant is set at $150,000 and will be adjusted in accordance with the movement of the Composite Consumer Price Index each year. It is anticipated that 775 primary, secondary and special schools will apply for the Grant for the Sister School Scheme in the 2019/20 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3014)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Since the 2006/07 school year, the funding mode of implementing the School-based After-school Learning and Support Programmes in aided schools has been revised. There are two components, i.e. School-based Grant and Community-based Project Grant, which are given to schools and non-governmental organisations respectively to run after-school programmes for needy students. In this connection, would the Government advise this Committee of the following:

1. Regarding the School-based Grant, (i) the total provision for the Grant, (ii) the number of schools receiving the Grant, (iii) the number of activities that charge fees, (iv) the number of activities that charge no fees, (v) the number of primary school students benefitting from the activities; and (vi) the number of secondary school students benefitting from the activities in each of the past 5 school years, with a breakdown by District Council district; and

2. Regarding the Community-based Project Grant, (i) the total provision for the Grant, (ii) the number of non-governmental organisations receiving the Grant, (iii) the number of activities that charge fees, (iv) the number of activities that charge no fees, (v) the number of primary school students benefitting from the activities; and (vi) the number of secondary school students benefitting from the activities in each of the past 5 school years, with a breakdown by District Council district.

Asked by: Hon LEUNG Yiu-chung (LegCo internal reference no.: 1182)

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 (EDB) has implemented the School-based After-School Learning and Support Programmes (Programme) since the 2005/06 school year. With refinement introduced to the

Programme in the 2006/07 school year, schools and non-governmental organisations (NGOs) are provided with the School-based Grant (SBG) and Community-based Project (CBP) Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS).

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFAS but identified by schools as needy (including students receiving half grant of SFAS, new arrivals, single parent households, etc.). Besides, eligible participating schools (i.e. having a utilisation rate of 80% or above of the provision in the previous year) have been provided with incentive funding under the SBG (which is calculated at an annual rate of $600 per eligible student vis-à-vis $400 in other schools and includes an additional 25% of the provision following the increase in the discretionary quota mentioned above). The annual provision of the Programme has been increased to about $240 million since then.

Activities under SBG and CBP Grant are free of charge for eligible students. The total provision for SBG and CBP Grant, number of participating schools/NGOs, number of activities under CBP Grant, and number of participating primary and secondary students by district from the 2013/14 to 2017/18 school years are at Annexes A to E respectively. Schools in receipt of SBG may arrange activities to cater for students' diverse needs. Schools are required to include the Programme in their Annual School Plan and set out the review findings in the School Report. Statistics on the number of activities under SBG are not available.

Annex A

Provision, Number of Participating Schools/NGOs and Students by District under School-based Grant and Community-based Project Grant in the 2013/14 school year

District	School-based Grant				Community-based Project Grant				
	Provision $ ('000)	Number of schools	Number of students[1,2]		Provision $ ('000)	Number of NGOs[3]	Number of activities	Number of students[1,2]	
			Primary	Secondary				Primary	Secondary
Central & Western	877	22	1 410	880	442	5	24	200	20
Eastern	3,488	51	3 470	5 230	4,351	15	111	1 140	1 180
Islands	1,931	26	2 120	2 480	2,587	9	81	1 030	910
Southern	1,906	30	1 960	2 910	3,052	10	143	1 000	1 160
Wan Chai	806	22	660	1 350	1,065	4	42	220	180
Kowloon City	3,515	51	3 290	5 500	4,501	21	148	1 740	1 200
Kwun Tong	9,439	68	11 880	11 320	14,065	25	239	6 140	2 500
Sai Kung	3,811	47	3 650	5 750	2,730	19	131	1 690	700
Sham Shui Po	5,899	51	7 050	7 910	10,158	19	164	3 180	2 760
Wong Tai Sin	5,587	53	6 020	8 040	9,145	15	131	2 880	1 390
Yau Tsim Mong	3,210	36	3 970	4 070	4,230	13	98	2 070	970
North	5,961	48	8 360	6 600	8,740	20	161	4 730	2 190
Sha Tin	6,271	77	6 910	8 750	8,870	31	272	3 560	3 230
Tai Po	3,451	41	3 870	4 700	4,833	16	93	1 870	930
Kwai Tsing	7,937	66	9 060	10 850	12,230	19	250	4 920	3 500
Tsuen Wan	2,690	30	3 220	3 520	4,314	14	119	3 010	920
Tuen Mun	6,912	73	7 790	9 630	9,993	23	273	4 930	3 410
Yuen Long	10,006	85	11 600	13 480	15,774	36	370	8 840	7 500
Total	**83,697**	**877**	**96 290**	**112 970**	**121,080**	**314**	**2 850**	**53 150**	**34 650**

1. The numbers of students are rounded to the nearest 10.

2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. The discretionary quota of all participating schools in receipt of School-based Grant is 10% to benefit needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.

3. For the 2013/14 school year, the total number of NGOs is 183. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.

Annex B

Provision, Number of Participating Schools/NGOs and Students by District under School-based Grant and Community-based Project Grant in the 2014/15 school year

District	School-based Grant				Community-based Project Grant				
	Provision $ ('000)	Number of schools	Number of students[1,2]		Provision $ ('000)	Number of NGOs[3]	Number of activities	Number of students[1,2]	
			Primary	Secondary				Primary	Secondary
Central & Western	1,174	22	1 410	930	698	6	31	260	130
Eastern	4,789	52	3 920	5 420	5,749	15	207	1 580	1 760
Islands	2,580	26	2 220	2 690	3,558	7	125	1 320	1 380
Southern	2,700	30	2 110	2 970	3,149	8	138	1 080	1 330
Wan Chai	1,215	23	870	1 430	753	5	46	230	170
Kowloon City	5,693	54	3 950	6 500	5,215	18	189	1 820	1 490
Kwun Tong	13,275	67	13 170	12 190	12,689	23	352	6 570	2 480
Sai Kung	4,750	46	3 710	5 700	4,682	19	178	1 760	1 410
Sham Shui Po	8,328	52	7 680	8 500	9,391	21	259	3 480	2 950
Wong Tai Sin	7,142	52	6 360	7 890	7,054	13	189	3 270	1 300
Yau Tsim Mong	3,953	35	3 950	4 120	4,027	12	141	2 060	1 020
North	8,435	49	9 750	6 850	8,943	20	238	4 730	1 610
Sha Tin	8,117	79	7 500	8 820	8,936	28	342	3 730	2 710
Tai Po	4,912	41	4 660	4 850	5,016	11	147	2 110	1 050
Kwai Tsing	9,585	67	8 800	11 280	13,138	23	428	6 230	3 500
Tsuen Wan	3,113	29	3 260	3 180	4,467	14	149	2 640	820
Tuen Mun	9,415	74	8 770	9 830	11,929	25	389	5 230	3 450
Yuen Long	13,363	86	12 980	13 370	17,647	35	515	8 830	7 510
Total	**112,539**	**884**	**105 070**	**116 520**	**127,041**	**303**	**4 063**	**56 930**	**36 070**

1. The numbers of students are rounded to the nearest 10.

2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.

3. For the 2014/15 school year, the total number of NGOs is 175. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.

Annex C

Provision, Number of Participating Schools/NGOs and Students by District under School-based Grant and Community-based Project Grant in the 2015/16 school year

District	School-based Grant				Community-based Project Grant				
	Provision $ ('000)	Number of schools	Number of students[1,2]		Provision $ ('000)	Number of NGOs[3]	Number of activities	Number of students[1,2]	
			Primary	Secondary				Primary	Secondary
Central & Western	1,147	21	1 490	740	1,001	5	43	320	110
Eastern	4,967	52	3 860	5 390	4,974	15	169	1 680	1 760
Islands	2,434	26	2 080	2 320	2,250	8	117	1 580	1 300
Southern	2,594	30	2 010	2 690	2,815	7	124	950	1 190
Wan Chai	1,112	24	750	1 380	1,088	5	55	310	220
Kowloon City	5,293	54	3 800	5 970	5,581	19	186	2 290	1 670
Kwun Tong	13,923	67	13 250	11 760	12,335	22	397	6 920	2 510
Sai Kung	4,906	46	3 730	5 310	3,888	19	182	1 680	1 390
Sham Shui Po	8,973	52	8 160	8 150	8,962	21	228	3 740	3 120
Wong Tai Sin	7,775	53	6 980	7 460	7,249	18	247	3 660	1 510
Yau Tsim Mong	5,025	36	4 530	4 200	4,793	14	172	2 470	1 330
North	8,653	49	10 050	6 510	8,924	17	253	5 410	2 120
Sha Tin	8,906	81	7 780	8 730	8,230	31	393	3 910	3 250
Tai Po	4,593	42	4 540	4 560	4,903	14	131	2 630	1 300
Kwai Tsing	11,354	67	9 430	11 180	12,103	25	465	6 810	3 680
Tsuen Wan	3,802	29	3 460	3 350	4,213	12	164	2 540	1 130
Tuen Mun	10,239	73	9 060	9 290	11,134	23	365	5 300	3 930
Yuen Long	14,188	87	13 110	12 800	15,894	35	520	9 970	9 070
Total	**119,884**	**889**	**108 070**	**111 790**	**120,337**	**310**	**4 211**	**62 170**	**40 590**

1. The numbers of students are rounded to the nearest 10.

2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.

3. For the 2015/16 school year, the total number of NGOs is 175. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.

Annex D

Provision, Number of Participating Schools/NGOs and Students by District under School-based Grant and Community-based Project Grant in the 2016/17 school year by district

District	School-based Grant				Community-based Project Grant				
	Provision $ ('000)	Number of schools	Number of students[1,2]		Provision $ ('000)	Number of NGOs[3]	Number of activities	Number of students[1,2]	
			Primary	Secondary				Primary	Secondary
Central & Western	1,176	21	1 470	740	910	4	32	320	90
Eastern	5,154	51	4 160	5 000	4,386	16	186	1 630	1 550
Islands	2,176	26	2 250	2 060	2,523	11	122	1 560	1 320
Southern	2,550	29	1 960	2 690	2,782	7	123	1 000	1 150
Wan Chai	1,510	28	1 000	1 750	1,203	6	69	360	370
Kowloon City	5,090	54	4 030	5 610	5,116	19	178	2 150	1 210
Kwun Tong	13,097	69	12 960	11 050	11,013	25	312	6 410	2 560
Sai Kung	4,662	46	3 810	4 970	3,538	18	142	1 860	930
Sham Shui Po	9,228	52	8 100	8 020	9,084	24	250	3 780	2 960
Wong Tai Sin	7,694	53	7 340	7 140	6,622	17	185	3 650	1 510
Yau Tsim Mong	4,686	36	4 500	3 930	3,634	13	130	2 030	820
North	8,915	49	10 280	6 410	8,465	18	256	5 620	2 210
Sha Tin	8,663	81	7 960	8 430	8,925	33	457	4 630	3 290
Tai Po	4,687	41	5 100	4 200	4,110	14	119	2 350	1 080
Kwai Tsing	10,823	69	9 680	10 190	12,018	24	408	6 910	4 120
Tsuen Wan	3,786	30	3 710	3 100	4,649	11	151	2 740	1 140
Tuen Mun	9,580	73	9 200	8 460	11,992	26	373	5 900	3 700
Yuen Long	14,281	88	13 670	12 190	20,678	35	575	11 000	8 750
Total	**117,758**	**896**	**111 180**	**105 940**	**121,648**	**321**	**4 068**	**63 900**	**38 760**

1. The numbers of students are rounded to the nearest 10.

2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.

3. For the 2016/17 school year, the total number of NGOs is 173. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.

Annex E

Provision, Number of Participating Schools/NGOs and Students by District under School-based Grant and Community-based Project Grant in the 2017/18 school year by district

District	School-based Grant				Community-based Project Grant				
	Provision $ ('000)	Number of schools	Number of students[1,2]		Provision $ ('000)	Number of NGOs[3]	Number of activities	Number of students[1,2]	
			Primary	Secondary				Primary	Secondary
Central & Western	1,090	21	1 320	760	845	4	33	340	90
Eastern	4,714	53	4 330	4 600	4,242	12	191	1 780	1 110
Islands	2,541	26	2 300	2 070	2,682	9	150	1 690	1 300
Southern	2,392	29	1 880	2 470	2,649	6	132	990	1 030
Wan Chai	1,477	30	1 000	1 680	1,059	5	57	370	290
Kowloon City	5,598	56	4 670	5 630	4,747	19	177	2 120	1 360
Kwun Tong	13,214	71	13 120	10 680	12,721	21	389	7 200	2 530
Sai Kung	4,730	46	3 810	4 760	3,693	19	158	1 730	1 040
Sham Shui Po	8,986	52	7 900	7 880	9,210	24	267	3 900	3 030
Wong Tai Sin	7,358	51	6 400	7 070	6,493	16	192	3 590	1 330
Yau Tsim Mong	4,207	36	4 300	3 490	3,770	13	118	1 820	830
North	8,991	49	10 430	6 320	8,388	15	252	5 160	1 820
Sha Tin	9,054	81	8 140	8 370	8,374	29	398	4 760	2 660
Tai Po	5,577	41	5 710	4 330	3,888	13	126	2 390	780
Kwai Tsing	9,972	68	9 400	9 310	13,341	25	451	8 380	3 470
Tsuen Wan	3,584	30	3 530	3 040	4,637	8	157	2 860	990
Tuen Mun	8,968	74	9 180	7 600	11,882	27	383	5 210	3 370
Yuen Long	14,875	88	14 370	11 530	20,209	37	647	10 100	8 420
Total	**117,328**	**902**	**111 790**	**101 590**	**122,830**	**302**	**4 278**	**64 390**	**35 450**

1. The numbers of students are rounded to the nearest 10.

2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.

3. For the 2017/18 school year, the total number of NGOs is 169. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2581)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding kindergarten education, would the Government please provide the following information:

(a) Please list the number of non-Chinese speaking (NCS) students studying in local kindergartens and kindergarten-cum-child care centres in the past 3 school years by district, ethnicity and school type.

(b) It is mentioned in the Matters Requiring Special Attention in 2019-20 that the Government will enhance the subsidy by providing tiered subsidies for kindergartens based on the number of NCS students admitted. What are the details, and what are the amount and mode of funding for different tiers?

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 28)

Reply:

(a)
At present, all kindergartens (KGs) in Hong Kong are privately run. The KG sector, which comprises local and non-local KGs, can flexibly respond to parents' different demands and children's diverse needs. According to the information collected through the annual Student Enrolment Survey, in the past 3 school years (2016/17 to 2018/19), the number of ethnic minority students studying in local KGs by school type, district and ethnicity is tabulated at Appendix 1. The number of ethnic minority students does not necessarily equal to the number of non-Chinese Speaking (NCS) students since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

(b)

At present, for KGs joining the KG education scheme (Scheme), those admitting 8 or more NCS students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. Starting from the 2019/20 school year, a 5-tiered subsidy will be provided for KGs joining the Scheme according to the number of NCS students admitted. The subsidy for various tiers will be disbursed to schools in the form of cash grant. KGs admitting 1 NCS student will also receive the subsidy and the subsidy for the highest tier will be a double of the current level. Details are as follows:

Tier	Number of NCS students	Subsidy amount
1	1 to 4	New cash grant of $50,000 per year
2	5 to 7	New subsidy at a rate of 0.5 KG teacher
3	8 to 15	Subsidy at a rate of 1 KG teacher (i.e. the current arrangement)
4	16 to 30	Increased subsidy at a rate of 1.5 KG teachers
5	31 or more	Increased subsidy at a rate of 2 KG teachers

The number of ethnic minority students studying in local KGs by school type, district and ethnicity in the 2016/17 school year

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Non-profit-making	Central & Western	1	97	35	21	39	5	5	3	12	72	33	323
	Wan Chai	13	35	34	23	78	4	7	2	9	26	42	273
	Eastern	10	56	51	110	6	15	9	16	12	78	115	478
	South	1	4	9	14	6	0	2	5	6	19	3	69
	Yau Tsim Mong	22	41	29	99	422	4	2	0	12	4	28	663
	Sham Shui Po	8	9	79	140	46	9	5	6	23	8	50	383
	Kowloon City	4	67	203	135	31	37	7	9	11	42	55	601
	Wong Tai Sin	0	3	8	74	9	3	19	2	1	1	18	138
	Kwun Tong	2	8	17	90	2	1	5	4	1	4	26	160
	Sai Kung	2	30	17	44	2	6	1	4	9	80	63	258
	Sha Tin	0	1	13	28	1	7	3	3	0	17	30	103
	Tai Po	0	0	0	7	0	0	1	0	3	10	15	36
	North	0	0	1	14	3	5	1	0	0	5	21	50
	Yuen Long	10	35	37	234	226	5	7	2	11	16	96	679
	Tuen Mun	4	25	17	106	2	1	6	4	7	16	32	220
	Tsuen Wan	1	1	9	25	24	3	0	3	0	19	35	120
	Kwai Tsing	1	19	36	242	28	0	2	3	3	7	10	351
	Islands	5	105	100	83	23	20	11	8	14	147	93	609
	All Districts	84	536	695	1 489	948	125	93	74	134	571	765	5 514

Appendix 1 (cont'd)

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Private Independent	Central & Western	0	0	5	0	0	0	0	1	0	27	31	64
	Wan Chai	0	0	0	0	0	0	0	0	0	17	0	17
	Eastern	1	0	2	0	0	99	1	4	1	13	41	162
	South	0	1	5	0	0	2	1	3	9	102	4	127
	Yau Tsim Mong	0	1	33	1	9	12	2	20	19	51	28	176
	Sham Shui Po	0	0	0	0	0	0	1	0	0	0	2	3
	Kowloon City	0	0	21	1	0	28	0	1	2	27	3	83
	Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3
	Kwun Tong	0	0	3	0	0	0	0	0	0	0	0	3
	Sai Kung	7	5	17	0	0	1	0	2	1	14	3	50
	Sha Tin	1	1	2	3	0	8	0	1	1	5	5	27
	Tai Po	0	1	0	0	0	0	0	0	1	7	0	9
	North	0	0	2	0	0	0	0	0	0	1	0	3
	Yuen Long	0	0	3	0	9	0	0	0	0	0	3	15
	Tuen Mun	0	1	4	1	0	1	1	1	2	5	3	19
	Tsuen Wan	0	1	3	3	1	1	0	2	0	2	5	18
	Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0
	Islands	1	4	57	1	0	22	1	18	11	184	18	317
	All Districts	10	15	157	10	19	174	7	53	47	455	149	1 096

Note:

1. Figures refer to the position as at September 2016.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. Figures cover ethnic minority students regardless of their spoken language.

The number of ethnic minority students studying in local KGs by school type, district and ethnicity in the 2017/18 school year

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Non-profit-making	Central & Western	2	93	38	16	36	7	3	2	19	52	26	294
	Wan Chai	9	54	18	12	79	4	9	3	14	32	46	280
	Eastern	7	73	52	99	4	17	13	19	11	91	75	461
	South	2	7	8	12	5	1	0	1	0	19	8	63
	Yau Tsim Mong	20	49	39	78	440	2	2	0	23	12	29	694
	Sham Shui Po	7	11	88	155	48	11	6	4	30	21	52	433
	Kowloon City	7	66	170	110	34	49	9	10	16	34	70	575
	Wong Tai Sin	2	1	13	74	4	3	14	0	2	2	21	136
	Kwun Tong	3	14	13	92	3	4	9	5	2	2	21	168
	Sai Kung	3	28	18	44	1	5	1	5	12	80	60	257
	Sha Tin	1	4	14	31	2	3	1	2	3	17	28	106
	Tai Po	0	3	0	9	0	0	1	0	0	3	20	36
	North	0	0	3	18	0	5	0	0	2	5	18	51
	Yuen Long	14	56	49	246	217	5	6	2	14	11	102	722
	Tuen Mun	9	20	34	101	1	4	9	5	12	22	39	256
	Tsuen Wan	1	4	4	23	24	2	2	4	1	31	33	129
	Kwai Tsing	6	25	41	232	35	0	2	3	6	11	19	380
	Islands	15	100	107	99	18	20	8	9	22	125	82	605
	All Districts	108	608	709	1 451	951	142	95	74	189	570	749	5 646

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Private Independent	Central & Western	0	1	5	0	0	1	2	1	3	33	40	86
	Wan Chai	0	0	0	0	0	0	0	0	1	21	0	22
	Eastern	1	2	3	0	0	85	0	3	6	14	61	175
	South	0	3	5	0	0	0	0	2	7	69	6	92
	Yau Tsim Mong	4	2	36	0	7	17	1	20	25	55	23	190
	Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0
	Kowloon City	0	1	24	1	0	34	0	1	5	30	14	110
	Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	0	0
	Kwun Tong	0	0	2	0	0	0	0	0	2	0	0	4
	Sai Kung	0	2	12	0	0	2	0	3	1	15	12	47
	Sha Tin	1	2	7	1	0	14	2	2	2	6	3	40
	Tai Po	0	0	0	1	0	0	0	0	1	5	0	7
	North	0	1	1	0	0	1	0	0	0	2	0	5
	Yuen Long	0	0	7	2	8	0	0	0	0	2	0	19
	Tuen Mun	0	1	1	3	0	1	0	2	1	2	0	11
	Tsuen Wan	0	1	3	1	0	1	0	0	0	1	1	8
	Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0
	Islands	1	3	51	0	0	15	2	19	22	135	25	273
	All Districts	7	19	157	9	15	171	7	53	76	390	185	1 089

Note:

1. Figures refer to the position as at September 2017.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. Figures cover ethnic minority students regardless of their spoken language.

The number of ethnic minority students studying in local KGs by school type, district and ethnicity in the 2018/19 school year

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Non-profit-making	Central & Western	0	78	42	9	28	5	2	3	5	77	31	280
	Wan Chai	19	44	20	10	86	2	9	6	15	34	48	293
	Eastern	6	70	58	95	8	13	11	19	12	84	100	476
	South	4	10	10	12	2	2	1	2	2	38	5	88
	Yau Tsim Mong	32	54	43	76	458	2	3	2	27	4	36	737
	Sham Shui Po	1	15	91	154	42	6	10	4	25	18	39	405
	Kowloon City	6	60	186	122	28	32	10	5	11	29	78	567
	Wong Tai Sin	1	5	10	66	7	1	11	0	3	5	16	125
	Kwun Tong	4	5	14	91	4	3	8	2	6	5	16	158
	Sai Kung	4	31	25	34	1	4	3	6	9	101	36	254
	Sha Tin	0	6	12	32	6	3	4	4	2	16	25	110
	Tai Po	0	5	0	3	0	1	1	0	1	5	24	40
	North	0	2	4	19	1	0	0	0	3	6	23	58
	Yuen Long	16	51	47	242	232	6	6	2	5	22	106	735
	Tuen Mun	6	16	40	98	2	8	7	8	11	30	47	273
	Tsuen Wan	3	7	10	23	20	4	2	5	1	35	30	140
	Kwai Tsing	5	19	39	214	37	1	5	7	8	14	24	373
	Islands	14	118	127	89	16	12	8	14	23	158	81	660
	All Districts	121	596	778	1 389	978	105	101	89	169	681	765	5 772

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Private Independent	Central & Western	0	0	4	0	1	1	1	0	0	33	49	89
	Wan Chai	0	0	0	0	0	0	0	0	0	14	0	14
	Eastern	0	3	3	1	0	84	0	1	2	16	59	169
	South	0	1	2	0	0	2	1	1	10	86	7	110
	Yau Tsim Mong	0	1	38	0	3	20	1	34	4	58	37	196
	Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0
	Kowloon City	1	2	16	0	1	29	0	1	4	17	17	88
	Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	0	0
	Kwun Tong	0	0	5	0	0	0	0	0	0	0	0	5
	Sai Kung	0	0	10	0	0	2	1	6	2	17	12	50
	Sha Tin	0	1	7	0	0	16	4	1	0	5	1	35
	Tai Po	0	0	0	0	0	0	0	0	0	11	2	13
	North	0	1	0	0	0	1	0	0	0	1	0	3
	Yuen Long	0	0	0	0	0	1	0	0	0	0	2	3
	Tuen Mun	0	1	2	3	0	4	0	0	1	4	0	15
	Tsuen Wan	0	2	3	0	0	1	0	0	0	3	0	9
	Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0
	Islands	1	2	47	2	0	14	0	22	23	141	12	264
	All Districts	2	14	137	6	5	175	8	66	46	406	198	1 063

Note:

1. Figures refer to the position as at September 2018.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. Figures cover ethnic minority students regardless of their spoken language.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2582)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme),

(a) please provide the number of teachers that have participated in the Scheme since the 2017/18 school year and the expenditures involved by destination, duration of stay and subject/area of study;

(b) please advise how the effectiveness of the Scheme is assessed;

(c) please advise whether there is plan to extend the Scheme to cover serving primary teachers? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 30)

Reply:

(a) The Education Bureau (EDB) launched the "i-Journey" Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) as a three-year pilot scheme in the 2017/18 school year. Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiatives/research. In the 2017/18 and 2018/19 school years, the details of the Scheme are as follows:

2017/18 school year (First Batch of the Scheme)			
Destination	Duration of stay (days)	Subjects/Areas covered in the training	No. of teachers
Helsinki & Jyväskylä, Finland	35	Interdisciplinary Learning & Entrepreneurship Education	15
Melbourne, Australia	42	Catering for Students with Special Educational Needs (SEN)	20
Exeter, the United Kingdom	28	STEM Education	15

2018/19 school year (Second Batch of the Scheme)			
Destination	Duration of stay (days)	Subjects/Areas covered in the training	No. of teachers *Provisional figures
Turku, Finland	35	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	35	Assessment Literacy	15
Singapore	33	STEM Education	10

A budget of $28 million for 3 years has been earmarked for the Scheme. The total expenditure of the first batch of the Scheme is $7.49 million. Since the second batch of the Scheme has yet to finalise all expenditure items, the expenditure figures are unavailable at the present stage.

(b) The EDB will monitor the implementation of the Scheme at different stages and collect data and information to review its effectiveness. Upon completion of the three-year pilot Scheme, an evaluation report will also be compiled. For teachers participating in the first batch of the Scheme, they are now implementing the initiatives/research proposals drawn up for their schools. The EDB will scrutinise the reports submitted by these teachers and collect their views as well as those of school principals through questionnaire and interview in order to assess the effectiveness of the Scheme.

(c) The Scheme will be piloted over 3 years. Data and information collected during this period will be used by the EDB to form the basis of evaluation and inform future development.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1732)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2019-20, it is mentioned that the Bureau will continue to implement measures set out in the Fourth Strategy on Information Technology in Education for promotion of e-learning at schools. In this connection, please advise this Committee of the following:

(a) What is the progress of the phased provision of wireless network services and other supporting facilities for all public sector schools? What is the expected completion date? What is the expenditure required for completion of the work?

(b) How many e-textbooks are currently available for schools' adoption? What are the relevant subjects? How many of them are published under the e-Textbook Market Development Scheme?

(c) In the past year, how many new e-textbooks were made available for schools' adoption? What are the relevant subjects?

(d) What is the respective number of primary and secondary schools that used e-textbooks for teaching in the 2016/17, 2018/19 and 2019/20 school years? In what subjects that e-textbooks are used for teaching?

(e) In the past year, what measures did the Government take to encourage various enterprises and organisations to develop more e-textbooks?

(f) In the past year, what measures did the Government take to encourage schools and teachers to implement e-learning and use e-textbooks?

(g) Will the Government consider conducting a comprehensive review on the effectiveness of current implementation of e-learning in schools, so as to examine the difficulties that such stakeholders as students, teachers, schools and publishers experience in implementing e-learning and developing e-textbooks and take targeted measures to support the implementation of e-learning in schools? And, will the Government consider formulating policies for the long-term promotion of e-learning and setting a clear timetable and targets for improving schools' supporting hardware and software, enhancing teachers' training in e-learning, adjusting teaching philosophies and learning modes, and developing electronic teaching materials, so that there is a clearer direction for development of e-learning among all stakeholders?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 76)

Reply:

(a) Under the Fourth Strategy on Information Technology in Education (ITE4), the establishment of WiFi campus for some 1 000 public sector schools in Hong Kong have been basically completed in the 2017/18 school year. As at February 2019, about 99.5% of schools have completed the relevant works. The ITE4 involves a total non-recurrent funding of $105 million.

(b) and (c)
There are currently 57 sets of e-textbooks on the Recommended e-Textbook List (eRTL) for schools' adoption. When compared with last year, there is an addition of 8 sets of e-textbooks on particular subjects, namely English Language, General Studies, Chinese Language and Putonghua for primary levels, and Science for junior secondary levels. The rest of e-textbooks covered by eRTL are: Chinese Language, English Language, Mathematics, Putonghua, General Studies and Physical Education for primary levels, and Chinese Language, English Language, Mathematics, Geography, History, Computer Education, Life and Society and Science for junior secondary levels. Among these 57 sets of e-textbooks, 34 sets were developed under the e-Textbook Market Development Scheme (EMADS).

(d) Since the 2015/16 school year, the Education Bureau (EDB) has been conducting annual questionnaire survey on the use of e-textbooks in schools. Among the school respondents, 215 primary schools and 101 secondary schools in the 2016/17 school year, and 242 primary schools and 126 secondary schools in the 2017/18 school year purchased and used e-textbooks for one or more subjects. Since the survey for the 2018/19 school year will not be conducted until mid-2019, the number of schools using e-textbooks in the 2018/19 school year is not yet available. For the 2019/20 school year, as schools are still in the process of selecting textbooks, information pertaining to their adoption of e-textbooks is not available. At primary levels, e-textbooks are adopted mainly for teaching Chinese Language, English Language, Mathematics and General Studies; whereas at secondary levels, they are adopted mainly for Chinese Language, English Language, Mathematics, Information and Communication Technology, and subjects in the Science Education Key Learning Area (KLA) (e.g. Science at junior secondary levels) and Personal, Social and Humanities Education KLA (e.g. History, Geography, etc.).

(e) To encourage the development of e-textbooks, we have been accepting e-textbooks for different subjects for review by phases since late 2014. At present, e-textbook review is open to all subjects. The submission of e-textbooks for review has become a regular practice and there are 3 submission periods each year. e-Textbooks approved under the quality assurance mechanism will be listed on eRTL together with those developed under EMADS for adoption by schools. The EDB continues to communicate with the publishing industry to improve the technical and functional design of e-textbooks so as to create favourable conditions for the development and adoption of e-textbooks.

(f) The EDB will continue to strengthen teachers' professional capabilities in using e-textbooks and other e-learning resources through professional development programmes, learning communities and school visits, etc. In September 2018, a learning community was given the opportunity to try out e-textbooks and share the good practices and experiences gained from the tryouts, while other schools were given support in the proper use of electronic resources, including e-textbooks, in teaching, with a view to encouraging the implementation of e-learning by schools and teachers.

(g) The EDB will continue to engage e-textbook developers, publishers, information technology (IT) education experts, educators, school principals and frontline teachers in discussion and exchange on the standard requirements for future submission of e-textbooks for review. In addition, we conduct school visits for meeting with teachers to further understand the concerns and considerations of schools and teachers in adopting e-textbooks.

In parallel, the EDB launched the ITE4 to enhance schools' IT environment in terms of hardware, resources and teacher training, thus enabling schools to devise school-based plans for practicing e-learning in the light of their school contexts and development needs, so as to make good use of IT to enhance learning and teaching effectiveness. As part of EDB's efforts to promote e-learning, schools are encouraged to use the right technology in teaching and learning at the right time when considering whole school planning and use of IT for teaching. To continuously enhance various support measures under the ITE4, we have been reviewing the progress and effectiveness of relevant measures through different means such as school visits, questionnaire surveys and case studies. Schools hold a positive view towards e-learning and generally agree that it is conducive to strengthening the learning motivation and self-directed learning ability of students.

Ever evolving and diversified in nature, e-learning is an open and flexible mode of learning. There is no so-called best practice or standard which schools should follow. It is therefore, a school-based decision as to whether e-learning should be adopted across the board. The EDB will continue to keep in view schools' needs for support in e-learning.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1737)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) and the Home Affairs Bureau (HAB) have jointly implemented the Opening up School Facilities for Promotion of Sports Development Scheme (the Scheme) effective from the 2017/18 school year. In this connection, please advise this Committee of the following:

(a) What was the actual expenditure that the EDB and the HAB spent on implementing the Scheme in the 2017/18 and 2018/19 school years? What is the amount of provision that the EDB and the HAB have earmarked for implementing the Scheme in the 2019/20 school year?

(b) What is the number of applications received from sports organisations for hiring school facilities in the 2017/18, 2018/19 and 2019/20 school years respectively? How many applications have been rejected? What are the reasons for rejection?

(c) To enable more sports organisatons to promote sporting culture through hiring available school facilities, what measures have been adopted to establish liaison and facilitate cooperation between sports organisations and schools for participation in the Scheme?

(d) Given that sports organisations participating in the Scheme are required to take out, on their own, insurance with adequate coverage (including third party risks insurance) for the programmes to be held by them in schools, would the Administration consider collectively purchasing the required insurance for such sports organisations or providing subsidies for them to purchase insurance so as to boost the incentives for sports organisations to participate in the Scheme? If yes, what are the details? If no, what are the reasons?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 91)

Reply:

(a) To implement the Opening up School Facilities for Promotion of Sports Development Scheme (the Scheme), the Education Bureau (EDB) and the Home Affairs Bureau (HAB) have provided $0.72 million and $3.27 million in subsidies to participating schools in the 2017/18 and 2018/19 school years respectively, and will earmark $4.35 million for the 2019/20 school year. The expenditure will be shared equally between the two bureaux.

(b) In the 2017/18 and 2018/19 school years, a total of 22 and 28 sports organisations submitted applications for hiring school facilities respectively, of which 7 and 3 could not successfully organise their activities in schools, mainly because the schools' available time slots did not fit the schedules of the sports organisations' proposed activities, or the facilities required by the sports organisations have already been hired out to other organisations. As the Scheme has yet to call for applications for the 2019/20 school year, the relevant information is unavailable.

(c) To take forward the initiative, the EDB has issued a circular memorandum with a list of eligible sports organisations provided by the HAB. The HAB has forwarded the information of school facilities available to the sports organisations for their consideration of hiring the facilities concerned and direct liaison with the schools. The EDB also encourages schools to actively approach different sports organisations to discuss arrangements for opening up their school facilities for sports activities in the light of school-based sports development needs, with a view to enhancing students' participation in physical activities and reviewing the promotion of sports development at schools. Schools have been actively participating in the Scheme since its launch. Having regard to the feedback collected from the participating schools and sports organisations of the first year, the EDB and the HAB have conducted a preliminary review of the Scheme and implemented corresponding enhancement measures in the 2018/19 school year to encourage a wider participation of schools and sports organisations in the Scheme. These measures include:

- increasing the amount of subsidy for schools from $20,000 to $30,000 for the first programme, and from $15,000 to $20,000 for each subsequent progamme. The cap of the subsidy is also raised from $80,000 to $130,000 for each school per school year;
- extending the Scheme to the 72 schools under the Direct Subsidy Scheme;
- increasing the number of eligible sports organisations from 81 to 117;
- updating the Guidelines for Levying Charges for Hire of Accommodation in Schools for government and aided schools, incorporating the eligible sports organisatons under the Scheme into the category of organisations eligible for reduced rates, and encouraging participating schools to charge sports organisations at the reduced rates specified in the guidelines issued by the EDB; and
- arranging briefing sessions for representatives of schools and sports organisations.

Currently, some 130 schools have indicated willingness to open up their facilities under the Scheme. In the 2017/18 school year, 12 schools opened up their facilities to 15 sports organisations for running 38 sports programmes in total. For the 2018/19 school year, there are so far 31 schools which have opened up their facilities to 25 sports organisations

for around 180 squad and young athletes training and district sports activities, demonstrating a significantly higher participation of the Scheme in its second year.

(d) To provide schools with appropriate protection, the EDB has taken out Block Insurance Policy (BIP) for aided schools and caput schools, which currently covers their public liability as the occupier and/or landlord and/or property owner. If a school hires out school premises/facilities to outside organisations for holding activities and a user gets injured due to the use of facilities during the hiring period, it is covered by the Public Liability Insurance section of the BIP provided that the injury is caused by the negligence of the school. As for the legal liability of outside organisations for accidents caused by their oversight when holding activities in schools, the BIP for schools is not applicable.

Participating sports organisations of the Scheme are required by the EDB to take out adequate insurance policy for the use of school facilities, including third party liability insurance, and include the school as the insured as appropriate to ensure adequate protection for staff, property and facilities in the school premises. Given the scale, type of sports, risks involved and number of participants of the programmes vary, and that the facilities hired are also different, it is more prudent and practical for sports organisations to procure suitable insurance separately having regard to the nature of the programmes organised.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1750)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown, by age group (under 30, 30-40, 41-50 and 51-60), of the wastage rates and numbers of primary and secondary school teachers in government, aided, private and Direct Subsidy Scheme schools in 2018/19.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 47)

Reply:

The respective number and wastage rate of primary and secondary school teachers in government, aided, caput (secondary only), private and Direct Subsidy Scheme (DSS) schools by age group in the 2018/19 school year are as follows:

Primary Schools (Government, Aided, Private and DSS)

2018/19 (Estimate)	Government		Aided		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	160	7.4	4 180	4.9	440	8.7	320	7.7
30 – 40	360	4.3	6 580	3.0	770	6.5	620	3.8
41 – 50	760	2.5	6 570	2.3	540	5.4	260	2.6
51 – 60	370	8.8	3 080	9.6	190	6.6	90	5.4

Secondary Schools (Government, Aided, Caput, Private and DSS)

2018/19 (Estimate)	Government		Aided		Caput		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	130	9.8	2 310	7.0	10	20.0	80	14.8	810	7.0
30 – 40	430	5.2	7 090	2.4	30	6.5	250	9.2	1 950	3.9
41 – 50	620	2.1	6 770	1.8	20	14.8	110	9.7	860	3.2
51 – 60	460	9.6	4 520	10.1	30	3.7	60	5.7	450	11.4

* Numbers are rounded to the nearest 10.

^ "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. "Drop-out teachers" refer to the teachers who were serving in a school as at mid-September of the preceding school year but are no longer serving in any primary/secondary school as at mid-September in the current school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1751)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding cross-boundary students, would the Education Bureau advise of the following:

1. the number of cross-boundary students in the 2018/19 school year (by kindergarten student, primary school student and secondary school student);

2. the number of cross-boundary students applying for the central allocation in the 2018/19 school year;

3. the number of school places in the school nets exclusively for cross-boundary students in the 2018/19 school year (by school net);

4. the number of schools operating classes for Hong Kong students under the Scheme of Classes for Hong Kong Students jointly implemented by Hong Kong and Shenzhen, as well as the school fees and enrolments in the 2018/19 school year; and

5. to the understanding of the Education Bureau, the notable impact of the new admission policy for Hong Kong students implemented by Shenzhen since 2017 on schools in Hong Kong. For instance, whether cross-boundary students originally studying in Hong Kong have been drawn back to Shenzhen for schooling?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 46)

Reply:

1. The number of cross-boundary students (CBS) by school level in the 2018/19 school year is tabulated at Annex A.

2. 2 213 CBS participated in the Central Allocation of the Primary One Admission (POA) 2018 for admission to Primary 1 (P1) in the 2018/19 school year.

3. To alleviate the impact of increasing number of CBS on the demand and supply of public sector primary school places in individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children who intend to cross the boundary to attend schools in Hong Kong 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.

   The number of P1 places exclusively for CBS for the Central Allocation of POA 2018 (for admission to P1 in the 2018/19 school year) by school net is tabulated at Annex B.

4. Under the "Co-operation Agreement on Operating Classes for Hong Kong Students in Shenzhen Schools" signed between the EDB and the Shenzhen Municipal Education Bureau (SZEDB), SZEDB has been implementing the Scheme of Classes for Hong Kong Students (the Scheme) in "minban" schools in Shenzhen. In the 2018/19 school year, 11 "minban" schools are offering Hong Kong curriculum classes to some 4 000 Hong Kong students residing in Shenzhen under the Scheme. Based on information available, the tuition fees range roughly between RMB 11,600 and RMB 48,000 per year.

5. Starting from 2017, SZEDB allows eligible Hong Kong students to attend public schools in Shenzhen through the Primary 1 and Secondary 1 points system. Based on information available, the new policy implemented by SZEDB since 2017 has not created notable impact on schools in Hong Kong. Among schools that admit more CBS, there has not been any significant drop in the number of students in the 2017/18 and 2018/19 school years. EDB will continue to monitor closely the demand for and supply of school places and ensure steady development of schools.

Annex A

Number of CBS by school level in the 2018/19 school year

School Level	Number of CBS
Kindergarten (including kindergarten-cum-child care centre)	2 031
Primary School	20 188
Secondary School	5 567

Note: 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, Tung Chung and Wong Tai Sin districts in September 2018.

Annex B

Number of P1 places on Choice of Schools Lists for Central Allocation for CBS in POA 2018 by School Net (For admission to P1 in the 2018/19 School Year)

POA School Net	Number of P1 places
43	50
64	50
65	125
66	450
70	289
71	282
72	238
74	72
80	139
81	129
83	14
84	168
98	150

Note:

1. In 2018, applicant children who intended to cross the boundary to attend schools in Hong Kong were provided with the Choice of Schools List for Central Allocation, which consists of 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.

2. Figures refer to the position as at January 2018 when the relevant 2018 Choice of Schools List for Central Allocation was compiled to facilitate parents in making school choices under Part B of the Central Allocation of POA 2018.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1753)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Education Bureau (EDB) advise on the following:

1. the expenditure on managing all vacant school premises in the territory in the 2018/19 school year;

2. the estimated expenditure on managing all vacant school premises in the territory for the 2019/20 school year;

3. as at February 2019, the number of vacant school premises in the territory managed by the EDB which are earmarked/retained for educational uses; and

4. further to 3. above, the plan and progress of reusing the aforesaid vacant school premises. If they are not yet put into use, what are the reasons?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 34)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) into gainful use. When there is a vacant or to-be-vacant school premises, the EDB will consider factors including the size, location, physical conditions etc. of the relevant premises, and the educational needs and relevant policy initiatives with a view to assessing the VSP's suitability for educational use and whether the premises is needed to be reallocated for school or other educational use. Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school use, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for the PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism. According to the mechanism, the EDB is allowed to retain VSP for school

use. However, if the EDB intends to use VSP for other educational uses, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP. As at end-February 2019, there are 10 VSP under the EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by the EDB).

The EDB would take into account a basket of factors and periodically assess the possible educational use of VSP under the EDB's purview. There is a need to earmark/retain some VSP to cater for the anticipated future demand for school places and to allow flexible arrangements required in view of the uncertainty involved. In addition, the EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment; decanting use by schools undergoing in-situ redevelopment or extension works; allocating school premises for operation of international schools, etc. It is therefore inappropriate and impracticable to impose any fixed target on the length of the vacancy period of a VSP or the number of VSP to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, the EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. In this regard, we circulate the list of VSP within the EDB on a half-yearly basis to invite new and/or updated proposals on educational uses and/or short-term uses (where appropriate). We also circulate, on a half-yearly basis, a list of VSP earmarked for educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

According to the EDB's prevailing school allocation mechanism, once a vacant/to-be-vacant premises or a reserved school site is confirmed to be required for allocation for school use, the EDB will normally invite application from all eligible organisations in the territory through a School Allocation Exercise (SAE) and make relevant announcement through press release and on its website. The SAE is generally conducted on a competitive basis amongst the applicant bodies. When assessing the applications, quality of education is the prime consideration of the School Allocation Committee comprising official and non-official members. Other factors, including operation track record and condition of existing school premises (where applicable), the school proposal, etc., will also be considered.

The EDB is responsible for the management of VSP located on sites allocated to the EDB, including those that the PlanD has been informed of under the central clearing house mechanism but that the LandsD has requested the EDB to continue the management until the next users have been identified and taken over the land. In 2018-19 to 2019-20, the estimated expenditure incurred by the EDB for the management of VSP are $1.229 million and $1.966 million respectively which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding. The increase of around $0.74 million in the estimate for 2019-20 over 2018-19 is mainly due to the increased expenditure on the enhanced mosquito control and prevention work, and the improved benefits (such as contractual gratuity and statutory holiday pay) for contract staff.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1755)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1) Would the Education Bureau (EDB) please provide the date, aims and mode of establishment of the following funds, as well as the balance, amount of government injection, investment or other income and total expenditure of these funds in 2015-16, 2016-17 and 2017-18? Please also provide the above information of those funds, if any, that are not included in the list but under the purview of EDB.

1. Education Development Fund
2. HKSAR Government Scholarship Fund
3. Language Fund
4. Quality Education Fund
5. Self-financing Post-secondary Education Fund
6. Research Endowment Fund
7. Qualifications Framework Fund
8. Gifted Education Fund

2) Regarding the funds under the purview of EDB, are there any measures to assess and monitor the deployment of funds and indicators to evaluate the effectiveness of the funds? If yes, what is the latest situation? If no, what are the reasons?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 3)

Reply:

Currently, there are 9 funds under the purview of the Education Bureau (EDB). They are:

1. Education Development Fund
2. HKSAR Government Scholarship Fund
3. Language Fund
4. Quality Education Fund
5. Self-financing Post-secondary Education Fund
6. Research Endowment Fund
7. Qualifications Framework Fund
8. Gifted Education Fund
9. Student Activities Support Fund

Each fund is established as a trust fund with the Permanent Secretary for Education Incorporated as its trustee. The year and aims of establishment of the funds, balance/amount of government injection/investment or other income/total expenditure in the 2015/16, 2016/17 and 2017/18 school years, mechanisms for assessing/monitoring the deployment of funds, indicators for evaluating their effectiveness, and the current situation are set out in **Annex**.

Annex

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
Education Development Fund	2004	To provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives.	2015/16	325	-	4	91	The Advisory Committee on the Fund, which comprises representatives of school councils, frontline teachers, principals, academics and community members, advises the Government on the operation of the Fund and the implementation of SBPS programmes. A cross-divisional working group, the School Development Key Group, has been set up within the EDB to oversee and monitor the delivery of SBPS programmes on a regular basis.	The EDB conducts questionnaire surveys and/or focus interviews annually to evaluate the effectiveness of SBPS programmes.
			2016/17	224	-	3	104		
			2017/18	136	-	2	90		

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
HKSAR Government Scholarship Fund	2008	To attract outstanding local and non-local students to pursue publicly-funded higher education in Hong Kong and to stay in Hong Kong after graduation; 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 to promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run.	2015/16	2,282	-	124	104	To be assessed/monitored by participating institutions[(1)] (according to the stipulated selection criteria of the Fund) and by the Steering Committee of the Fund. The Steering Committee of the Fund advises the trustee on the overall strategies and policies for management and development of the Fund.	The comprehensiveness of the awards, and the number of students benefited.
			2016/17	2,453	-	278	107		
			2017/18	2,499	-	142	96		

[(1)] Participating institutions of the HKSAR Government Scholarship Fund are the 8 University Grants Committee (UGC)-funded universities (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Education University of Hong Kong, 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.

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
Language Fund	1994	To provide financial support for projects and activities which aim at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English.	2015/16	6,280	-	222	77	The Secretariat of the Standing Committee on Language Education and Research (SCOLAR) assists, through observation visits, spot checks and checking of progress reports, financial reports and end-of-project reports submitted by grantees, in the evaluation and monitoring of the estimated expenditure and implementation progress of funded projects, and reports the situation to SCOLAR.	Indicators for evaluating the effectiveness of the Fund vary according to the nature of funded projects. They include the number of target beneficiaries and the estimates.
			2016/17	6,372	-	174	82		
			2017/18	6,475	-	239	136		
Quality Education Fund	1998	To finance projects for the promotion of quality school education in Hong Kong.	2015/16	8,403	-	456	140	A Steering Committee has been set up under the Fund to advise the Government on the policies and procedures governing the operation of the Fund. The Assessment and	Indicators for evaluating the effectiveness of the Fund vary according to the nature of funded projects.
			2016/17	9,173	-	891	121		

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
			2017/18	9,494	-	528	207	Monitoring Sub-committee under the Steering Committee is responsible for assessing applications and monitoring funded projects.	
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.	2015/16	3,578	-	178	109	The Steering Committee of the Fund advises the trustee on the overall strategies and policies for the administration and development of the Fund.	Indicators for evaluating the effectiveness of the Fund include the number of self-financing post-secondary institutions and students benefited.
			2016/17	3,878	-	440	140		
			2017/18	3,969	-	212	121		

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
Research Endowment Fund	2009	To finance research projects of UGC-funded universities (with funding from the investment income of the injection of $20 billion) and local self-financing degree-awarding institutions (with funding from the investment income of the injection of $3 billion). In June 2018, the	2015/16	26,811	-	1,038	588	The UGC advises the trustee on the following: policies and procedures governing the operation and development of the Fund; and the grants reserved under the Fund for institutions to carry out, promote and support research projects. Institutions and researchers must abide by the guidelines on disbursement,	The number of research teams and local research postgraduate students benefited.
			2016/17	26,572	-	772	1,011		

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
		Government injected $3 billion into the Fund. Its investment income will provide funding for the Tuition Waiver Scheme for Local Research Postgraduate Students.	2017/18	29,210	3,000	1,063	1,425	accounting and monitoring arrangements of the related competitive research funding schemes of the Research Grants Council (RGC), and submit a financial statement to the RGC for review after project completion. UGC-funded universities should provide records of local research postgraduate students whose tuition has been waived for verification.	
Qualifications Framework Fund	2014	To provide a steady source of income to support the sustainable development and implementation of the Qualifications Framework (QF).	2015/16[(2)]	1,016	1,000	16	-	The Steering Committee on QF Fund advises the Secretary for Education on the overall strategy for making use of the QF Fund as a vehicle to support the sustainable development and	The QF Fund supports, through various initiatives, a wide range of stakeholders, including education and training providers, practitioners, assessment agencies and the
			2016/17[(2)]	1,046	-	30	-		

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
			2017/18[(2)]	2,276	1,200	65	35	implementation of the QF, and the scope and parameters of the schemes, initiatives and activities to be covered by the QF Fund.	quality assurance body. Indicators for evaluating the effectiveness of the QF Fund mainly include the number of organisations and practitioners benefited.

[(2)] In March 2016 and March 2018, the seed capital of $1 billion and $1.2 billion were respectively injected into the QF Fund and placed with the Exchange Fund for investment. Since it takes time for the QF Fund to generate and accumulate investment income to meet the funding requirements, in the interim before 2017, we had been deploying the funds under the non-recurrent item of Qualifications Framework Support Scheme (QFSS) under Head 156 EDB for meeting the expenditure of the initiatives under the QF Fund. The approved commitment for QFSS was exhausted in 2017 and we have started using the investment income generated from the QF Fund in the same year to meet the expenditure of various initiatives.

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
Gifted Education Fund	2016	To support the development of gifted education in Hong Kong through the Hong Kong Academy for Gifted Education (HKAGE) and other worthwhile initiatives, schemes and programmes.	2016/17	810	800	10	-	The Advisory Committee on Gifted Education advises the Secretary for Education on the operation and management of the Fund and the development of gifted education.	A primary aim of the Fund is to provide resources for supporting the operation of the HKAGE. The HKAGE is required to set out its work targets in the annual business plan, and conduct a year-end evaluation of the implementation effectiveness of the plan. Every year, the HKAGE is required to submit its annual report to the EDB, including the accounts audited by certified public accountants. The annual reports are uploaded to the HKAGE website for public information.
			2017/18	824	-	32	18		

Name of Fund	Year of Establishment	Aims of Establishment	School Year	Year-end Balance $ million	Injection $ million	Income $ million	Expenditure $ million	Mechanism for Assessing and Monitoring the Deployment of Funds and the Current Situation	Indicators for Evaluating the Effectiveness of the Funds and the Current Situation
Student Activities Support Fund[(3)]	2019	To support students with financial needs to participate in life-wide learning activities for whole-person development.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Schools are required to set out the income and expenditures in their annual audited accounts to be submitted to the EDB. Also, officers of the EDB will understand the schools' deployment of the grant, evaluate its effectiveness and make recommendations as necessary through different means such as school visits, day-to-day contacts with school, etc.	The EDB will, in consultation with the school sector, set up a review mechanism in due course.

[(3)] In March 2019, the seed capital of $2.5 billion was injected into the Student Activities Support Fund and placed with the Exchange Fund for investment. The first financial statement of the Fund will be prepared after the close of the 2018/19 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0624)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For the 2018/19 academic year, would the Education Bureau provide this Committee with the following information:

(a) the total number of students and the number of local non-Chinese speaking (NCS) students who will complete Secondary 6 education;

(b) the total number of students and the number of local NCS students enrolled in publicly-funded and self-financing programmes awarding a bachelor's degree, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma or Vocational Training Council Certificate (with a breakdown by funding, institution and programme type);

(c) the average amount of tuition fee that each local NCS student has to pay in order to complete a publicly-funded or self-financing programme awarding a bachelor's degree, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma or Vocational Training Council Certificate (with a breakdown by funding, institution and programme type);

(d) the average annual salary of local NCS students who have completed a programme awarding a Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma or Vocational Training Council Certificate; and

(e) the financial resources allocated to different post-secondary institutions by the Government for promoting Chinese learning among NCS students (to achieve vocational Chinese level).

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 30)

Reply:

(a) The number of students attending Secondary 6 in public sector schools and Direct Subsidy Scheme schools offering the local curriculum and the number of non-Chinese speaking (NCS) students attending Secondary 6 in these schools in the 2018/19 school year are set out at **Annex 1**.

(b) The total number of students enrolled in full-time locally-accredited programmes not funded by the University Grants Committee (UGC) in the 2018/19 academic year is set out at **Annex 2.** For self-financing institutions, we do not collect information on local NCS students.

The student intake (including local NCS students) of full-time UGC-funded programmes in the 2018/19 academic year is set out at **Annex 3**. The number of students and NCS students intake in full-time and part-time subsidised programmes offered by the Vocational Training Council (VTC) in the 2018/19 academic year is set out at **Annex 4** (with figures covering both local and non-local NCS students).

(c) The same level of tuition fee applies to all local students pursuing publicly-funded programmes, regardless of whether they are NCS students. The tuition fees for full-time publicly-funded programmes in the 2018/19 academic year are as follows:

Type of programme	**Annual tuition fees in the 2018/19 academic year**
Undergraduate	$42,100
Sub-degree#	$15,040 - $31,575
Diploma of Foundation Studies	$20,500
Diploma of Vocational Education*	$20,500

The tuition fees for UGC-funded programmes at sub-degree level are pegged at 75% of those at degree level, except for those offered by the Education University of Hong Kong, which currently charges each student $15,040 per year for most of its programmes.

* Secondary 3 to 5 school leavers enrolled in Diploma of Vocational Education programmes are exempted from paying tuition fees provided that they have not yet completed all 12 years of free education.

The of annual tuition fees for self-financing programmes are as follows:

Type of programme	**Range of annual tuition fees 2018/19 academic year**
Undergraduate (including top-up degree)	$54,900 - $292,514
Sub-degree (including associate degree and higher diploma)	$42,000 - $90,990
Diploma of Foundation Studies	$27,000
Diploma of Vocational Education	Not applicable (Note)

Note: Self-financing Diploma of Vocational Education programmes are not offered by VTC.

(d) The VTC does not have information on the average annual salary of local NCS graduates.

(e) Post-secondary institutions enjoy a high level of autonomy. They can decide how the block grant or recurrent subvention provided by the Government (if any) is to be utililised within the subvention ambit, including how to cater for the diverse learning needs of different types of students. Hence, we are not able to provide the actual amount of expenditure on supporting these students in Chinese learning.

Number of students and NCS students attending Secondary 6 in public sector schools and Direct Subsidy Scheme schools offering the local curriculum in the 2018/19 school year

	2018/19 school Year
Number of Secondary 6 students [Note]	47 998
Number of NCS students attending Secondary 6	1 218

Notes:

1. Figures refer to the number of students attending Secondary 6 in the specified school year. The EDB does not have complete data on Secondary 6 graduates.

2. Figures refer to the position as at September of the specified school year.

3. Figures cover students attending Secondary 6 in public sector schools and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include students in special schools.

Number of students enrolled in full-time locally-accredited non-UGC-funded sub-degree, first-year-first-degree and top-up degree programmes by institution in the 2018/19 academic year

Institution	Number of students (Note 1)			
	Sub-degree	**First-year-first-degree** (Note 2)	**Top-up Degree**	**Total**
Caritas Bianchi College of Careers	272	-	-	272
Caritas Institute of Community Education	106	-	-	106
Caritas Institute of Higher Education	284	1 180	194	1 658
Centennial College	-	118	18	136
Chu Hai College of Higher Education	-	454	171	625
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University/UOW College Hong Kong	5 399	679	704	6 782
Gratia Christian College	19	96	1	116
The Hang Seng University of Hong Kong	-	3 876	861	4 737
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 818	-	-	1 818
Hong Kong Art School	63	91	-	154
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	3 344	601	1 762	5 707
Hong Kong College of Technology and HKCT Institute of Higher Education	413	@	@	413
Hong Kong Institute of Technology	311	119	257	687
Hong Kong Nang Yan College of Higher Education	-	73	7	80
Hong Kong Shue Yan University	-	3 591	523	4 114
Lingnan Institute of Further Education	973	-	-	973
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	648	-	648
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 679	-	90	1 769
The Hong Kong Academy for Performing Arts	-	741	-	741
The Education University of Hong Kong	-	798	384	1 182
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	9 433	-	2 644	12 077
The Hong Kong University of Science and Technology	-	144	-	144
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 612	6 352	3 016	10 980
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	5 759	165	227	6 151

Institution	Number of students (Note 1)			
	Sub-degree	**First-year-first-degree** (Note 2)	**Top-up Degree**	**Total**
Tung Wah College	475	1 646	407	2 528
Vocational Training Council	3 748	3 227	1 947	8 922
Yew Chung Community College	172	12	20	204
YMCA College of Careers	26	-	-	26

Notes:

1. Provisional figures as at end of December 2018. The final number of students may vary.
2. Figures include students receiving subsidies under the Study Subsidy Scheme for Designated Professions/Sectors.
3. [-] No such programmes are offered.
4. @ Figures are not available from the institution.

Student intake of full-time UGC-funded programmes by level of study in the 2018/19 academic year (provisional figures)

(Headcount)

Level of Study		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Sub-degree	Total number of local students admitted	339	-	-	-	386	421	-	-	**1 146**
	Number of local NCS students admitted	9	-	-	-	14	4	-	-	**27**
Undergraduate	Total number of local students admitted	3 449	1 899	666	3 692	806	3 988	2 118	3 369	**19 987**
	Number of local NCS students admitted	102	11	7	36	21	28	98	58	**361**

Notes:

1. Figures include first year student intakes and senior year student intakes.
2. [-] denotes nil.
3. Sub-degree includes associate degree and higher diploma.
4. Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science and Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Number of students intake in full-time and part-time subsidised programmes offered by VTC

Level of study	**2018/19 academic year**
Higher Diploma	9 892
Diploma of Foundation Studies	4 113
Diploma of Vocational Education	4 571
Certificate of Vocational Education	716
Other diplomas/certificates	1 691
Number of students	20 983

Number of NCS students intake in subsidised and self-financing degree and diploma programmes (full-time and part-time) offered by VTC

Level of study	**2018/19 academic year**
Local NCS students	**476**
Undergraduate	50
Higher Diploma	201
Diploma of Foundation Studies/ Foundation Diploma	127
Diploma/Certificate of Vocational Education	98

Note 1: The above figures include all NCS students enrolled in the listed full-time programmes regardless of whether they are local students, but exclude NCS students enrolled in programmes of short duration.

Note 2: There is no breakdown of NCS student enrolment by funding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2367)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau allocates funding to schools admitting 10 or more non-Chinese speaking (NCS) students ranging from $800,000 to $1,500,000 per year to implement the "Chinese Language Curriculum Second Language Learning Framework". Schools can adopt different modes like pull-out teaching, split-class/group learning, after-school consolidation, increasing Chinese Language lesson time, cross-curricular learning, allocating more teachers or teaching assistants to a class, etc. Schools with less than 10 students may apply for an additional funding of $50,000 to offer after-school support programmes in Chinese learning. Schools with additional funding are required to submit detailed reports at the end of each school year. In this connection, will the government inform this Council of:

(1) Number of schools and additional funding received according to the funding model by government school, aided school, direct subsidy school in the school years 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19:

School year	Number of NCS Students	Total funding provided (primary schools)	No. of Primary schools				Total funding provided (secondary schools)	No. of Secondary schools			
			government school	aided school	direct subsidy school	Total no. of school		government school	aided school	direct subsidy school	Total no. of school
2014/15	Less than 10										
	10 – 25										
	26 – 50										
	51 – 75										
	76 – 90										
	91 or more										

2015/16	Less than 10										
	10 – 25										
	26 – 50										
	51 – 75										
	76 – 90										
	91 or more										
2016/17	Less than 10										
	10 – 25										
	26 – 50										
	51 – 75										
	76 – 90										
	91 or more										
2017/18	Less than 10										
	10 – 25										
	26 – 50										
	51 – 75										
	76 – 90										
	91 or more										
2018/19	Less than 10										
	10 – 25										
	26 – 50										
	51 – 75										
	76 – 90										
	91 or more										

(2) The number of schools without NCS students by types of school, i.e. government school, aided school, direct subsidy school.

(3) What are the measures ensuring the accountability and transparency of the funding? Is the evaluation report accessible to the public? If yes, please provide the link to these reports; if no, why not.

(4) Number of NCS and number of ethnic minorities in kindergarten, primary and secondary schools. The number of NCS students in each stage according to the Learning Framework.

(5) The number of kindergarten, primary and secondary schools with 1 to 9 NCS students; those that received NCS funding, and the amount of funding involved disaggregated by government school, aided school, direct subsidy school in the school years 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19.

(6) Use of the funding with details as follows in 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19:

Funding use	Actual expenditures	Number of primary schools	Number of secondary schools
Hiring Chinese Language teachers whose main duty is teaching Chinese language to NCS students			
Hiring Chinese Language teachers whose main duty is general teaching			
Hiring Chinese Language teachers whose main duty is developing school-based curricula/teaching resources			
Hiring teaching assistants whose main duty is providing in-class support to NCS students and supporting teachers' teaching in Chinese Language lessons			
Hiring teaching assistants whose main duty is assisting teachers in designing teaching activities and creating teaching resources (including e-learning resources)			
Hiring teaching assistants/teachers whose main duty is after-school support.			
Hiring teaching assistants whose main duty is supporting NCS students during recess or after school.			
Hiring teaching assistants whose main duty is assisting teachers in recruiting teaching assistants who are mainly responsible for the liaison with the parents of NCS students.			
Hiring ethnic minority assistants whose main duty is communicating with the parents of NCS students, translating school notices, assisting in explaining school policies and administrative arrangements, etc.			

Hiring ethnic minority assistants whose main duty is collaborating with teachers in Chinese Language lessons.			
Hiring ethnic minority assistants whose main duty is helping teachers organise inclusion activities.			
Purchasing teaching resources			
Procuring professional services			
Major initiatives to create an inclusive learning environment			
Others (please specify)			

(7) Tabulate the various types of support measures for NCS students and the respective number of schools finding such mode effective from 2014/15 to 2018/19 school years.

Intensive learning and teaching mode	Number of primary schools adopting such mode	Number of primary schools finding such mode (most) effective	Number of secondary schools adopting such mode	Number of secondary schools finding such mode (most) effective
Pull-out teaching				
Split-class/group learning				
After-school consolidation[1]				
Increasing Chinese Language lesson time				
Cross-curricular learning				
Allocating more teachers or teaching assistants to a class				
Others (please specify)				

[1] Excluding after-school University Student Support Programmes

Asked by: Hon MO Claudia (LegCo internal reference no.: 30)

Reply:

(1) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. All public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted to adopt diversified intensive learning and teaching modes as appropriate with a view to enhancing the learning effectiveness of NCS students and facilitating their bridging over to mainstream Chinese Language classes in the long run. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the "Learning Framework". Starting from the 2014/15 school year, they may apply for an additional funding of $50,000 per year on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. From the 2014/15 to 2018/19 school years, the respective number of public sector schools and DSS schools offering the local curriculum and admitting 1 to 9 NCS students is 414, 410, 382, 387 and 391, among which 58, 83, 179, 213 and 213 (provisional) schools have been provided with the above-mentioned funding. In these 5 school years, the number of schools admitting 1 to 4 NCS students accounted for about 80% of the schools admitting 1 to 9 NCS students, and they seldom applied for the aforementioned additional funding to provide after-school support programmes in learning Chinese for NCS students. The number of schools provided with the above-mentioned funding (with breakdown by school funding mode and number of NCS students ranging from "less than 10", "10 to 25", "26 to 50", "51 to 75", "76 to 90" and "91 or above") and the expenditure from the 2014/15 to 2018/19 school years are tabulated at Annex A.

(2) In the 2018/19 school year, the respective number of government, aided and DSS schools with no NCS students is 20, 254 and 21 (figures refer to the position as at September of the respective school year).

(3) The above-mentioned additional funding is provided to eligible schools for specific purposes, i.e. supporting NCS students' learning of the Chinese language and creating an inclusive learning environment in schools. In this connection, EDB has issued a circular and letters to schools elucidating the policy intent of and guidelines on the use of the funding. In each school year, schools provided with the additional funding are required to submit to EDB their school plans and reports, which have been endorsed by the School Management Committee/Incorporated Management Committee, on the use of the funding and the measures to support NCS students in learning Chinese. To ensure the proper use of the additional funding by schools, EDB will examine the annual school plans on the use of funding of the schools concerned, and verify them

against their annual school reports. EDB will also conduct supervisory visits to the schools to monitor the use of funding. Besides, feedback will be collected from major stakeholders (including principals, co-ordinators of educational support measures for NCS students, Chinese Language teachers teaching NCS students, parents of NCS students, NCS students and non-governmental organisations where appropriate) of schools admitting 10 or more NCS students by means of questionnaires, interviews, etc., so as to review the implementation of support measures. We will report to the Panel on Education of the Legislative Council the progress of the implementation of support measures in a timely manner. The relevant report of June 2017 is available at the following link: https://www.legco.gov.hk/yr16-17/english/panels/ed/papers/ed20170626cb4-1165-1-e.pdf

Moreover, a separate column on "Education Support for NCS Students" has been newly added in the School Profiles starting from the 2018/19 school year. Public sector schools and DSS schools offering the local curriculum and provided with the additional funding are required to specify that they provide additional support, including after-school support, for their NCS students to facilitate their learning of the Chinese language. EDB will continue to encourage schools to provide more details of their school-based support measures for NCS students in their School Profiles and/or on school webpages for the reference of parents of NCS students.

(4) The number of NCS, ethnic minority (EM) and NCS EM students studying in kindergartens (KGs), primary schools and secondary schools in the 2018/19 school year is tabulated at Annex B. The "Learning Framework", which is developed from the perspective of second language learners, aims to provide schools with a flexible framework and guidelines facilitating schools to formulate learning objectives and learning progress in accordance with their school contexts and students' needs. The number of NCS students as assessed by schools to have attained different learning stages based on the "Learning Framework" is not available.

(5) The respective number of KGs admitting 1 to 9 NCS students from the 2014/15 to 2018/19 school years is 343, 351, 361, 340 and 351 (figures refer to the position as at September of the respective school years, and cover students studying in KG-cum-child care centres while those in local and non-local KGs are also included). The respective number of public sector primary schools and DSS primary schools offering the local curriculum and admitting 1 to 9 NCS students is 221, 217, 207, 203 and 205, while the respective number for secondary schools is 193, 193, 175, 184 and 186. Of these schools, the breakdown of number of schools provided with the additional funding and the amount of funding by government, aided and DSS schools are at Annex A.

The KG education scheme (Scheme) has been implemented starting from the 2017/18 school year. KGs joining the Scheme and admitting 8 or more NCS students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. In the 2017/18 school year, about 150 KGs received the additional grant and the expenditure involved was about $54 million. In the 2018/19 school year, as at February 2019, over 150 KGs have been provided with

the additional grant. As the grant for supporting NCS students is open to application throughout the school year, the number of KGs in receipt of the grant and the expenditure involved may vary during a school year. The estimated annual expenditure is about $61 million.

(6) From the 2014/15 to 2018/19 school years, the amount of funding deployed by the primary and secondary schools provided with the additional funding for appointment of additional teachers, appointment of teaching assistants, appointment of EM assistants, purchase of learning and teaching resources, procurement of professional services (including after-school extended Chinese language learning activities) and organising activities to promote an inclusive environment in schools is tabulated at Annex C. According to the reports on the usage of the above-mentioned funding for the 2014/15 to 2017/18 school years, as well as the plans on the usage of funding in the 2018/19 school year submitted by the schools concerned, the schools have adopted a holistic approach in resource planning and deployment of staff to support NCS students' effective learning of the Chinese language. To quote appointment of teachers as an example, the additional teachers have been/are appointed by the schools concerned to teach Chinese language to NCS students (in class and after school as appropriate), to spare the experienced teachers to adapt the school-based Chinese Language curriculum and/or learning and teaching materials to cater for the needs of their NCS students, etc. Teaching assistants, similarly, have been/are generally employed to support Chinese Language teachers and NCS students during lessons and after school as appropriate, and to assist teachers in adaptation of and preparation of learning and teaching materials. Some have also been assigned to liaise with parents of NCS students to strengthen home-school co-operation. EM assistants have been/are normally employed to help strengthen communication with parents of NCS students, such as translating and/or explaining school letters/notices to help parents of NCS students understand more about school policies and administrative arrangements, providing support to individual NCS students as appropriate in class, and organise activities for the creation of an inclusive learning environment in schools. Further breakdown of the usage of funding by specific duties of the additional teachers, teaching assistants and EM assistants as requested is not available.

(7) According to the plans on the usage of the above-mentioned funding submitted by the primary and secondary schools concerned, these schools will make reference to the learning progress of their NCS students at different learning stages based on the "Learning Framework" and adjust the learning targets and teaching strategies, including adoption of different intensive learning and teaching modes like pull-out learning, split-class/group learning, after-school consolidation, etc. as appropriate. The intensive learning and teaching modes adopted by schools provided with the additional funding mentioned in paragraph (1) above from the 2014/15 to 2018/19 school years are tabulated at Annex D. Schools will arrange different intensive learning and teaching modes having regard to the learning progress and needs of the NCS students, and that a combination of 2 or more intensive learning and teaching modes have been adopted by most schools. Although the intensive learning and teaching modes adopted may vary between school years and schools, we believe the ones adopted are considered most effective by the schools concerned.

Annex A

Number of schools provided with the additional funding (by school funding mode and number of non-Chinese speaking (NCS) students ranging from "less than 10", "10 to 25", "26 to 50", "51 to 75", "76 to 90" and "91 or above") and the expenditure from the 2014/15 to 2018/19 school years

School year	No. of NCS students	Expenditure (Primary) ($ million)	Primary schools				Expenditure (Secondary) ($ million)	Secondary schools				
			Government	Aided	Direct Subsidy Scheme (DSS)	Total		Government	Aided	Caput	DSS	Total
2014/15	Less than 10	1.25	1	24	0	25	1.65	1	30	0	2	33
	10–25	39.20	4	42	3	49	28.80	3	25	0	8	36
	26–50	17.10	0	17	1	18	10.45	0	5	0	6	11
	51–75	6.60	0	4	2	6	4.40	0	2	0	2	4
	76–90	3.75	0	2	1	3	1.25	0	1	0	0	1
	91 or above	36.00	3	18	3	24	31.50	1	10	0	10	21
2015/16	Less than 10	1.70	2	32	0	34	2.45	3	40	0	6	49
	10–25	45.60	4	49	4	57	32.80	3	33	0	5	41
	26–50	19.95	1	17	3	21	12.35	0	5	0	8	13
	51–75	6.60	0	6	0	6	7.70	0	6	0	1	7
	76–90	2.50	0	1	1	2	0.00	0	0	0	0	0
	91 or above	39.00	3	20	3	26	36.00	1	11	0	12	24
2016/17	Less than 10	4.60	6	85	1	92	4.35	6	72	0	9	87
	10–25	48.80	7	51	3	61	38.40	3	39	0	6	48
	26–50	19.95	1	18	2	21	18.05	1	11	0	7	19
	51–75	7.70	0	6	1	7	6.60	0	5	0	1	6
	76–90	5.00	0	3	1	4	1.25	0	1	0	0	1
	91 or above	37.50	3	19	3	25	36.00	1	11	0	12	24
2017/18	Less than 10	5.35	7	98	2	107	5.30	5	95	1	5	106
	10–25	50.40	8	51	4	63	44.80	3	46	0	7	56
	26–50	20.90	1	20	1	22	15.20	1	9	0	6	16
	51–75	8.80	0	7	1	8	7.70	0	3	0	4	7
	76–90	2.50	0	2	0	2	2.50	0	2	0	0	2
	91 or above	40.50	3	20	4	27	37.50	1	12	0	12	25
2018/19	Less than 10	5.60	7	103	2	112	5.05	8	85	1	7	101
	10–25	47.20	7	49	3	59	46.40	3	48	0	7	58
	26–50	29.45	1	27	3	31	19.95	1	14	0	6	21
	51–75	7.70	0	7	0	7	11.00	0	5	0	5	10
	76–90	2.50	0	2	0	2	5.00	0	3	0	1	4
	91 or above	42.00	3	21	4	28	31.50	1	10	0	10	21

Notes:

1. Figures include NCS students in public sector schools and DSS schools offering the local curriculum, but exclude students in special schools.
2. Figures for the 2018/19 school year (including the number of schools and expenditure) are provisional.

Annex B

Number of Non-Chinese speaking (NCS), ethnic minority (EM) and NCS EM students studying in kindergartens (KGs), primary schools and secondary schools in the 2018/19 school year

Level	Grade	Number of NCS students	Number of EM students
Pre-primary (K1 to K3)	K1 to K3	12 968	10 922

Notes:

1. Figures refer to the position as at September of the respective school year.
2. Figures include the K1, K2 and K3 students studying in KG-cum-child care centres and those in local and non-local KGs are also included.
3. Figures for EM students include those EM students with Chinese as the spoken language at home.

Level	Grade	Number of NCS students	Number of NCS EM students
Primary (P1 to P6)	P1 to P6	9 849	9 189
Secondary (S1 to S6)	S1 to S6	9 481	8 600

Notes:

1. Figures refer to the position as at September of the respective school year.
2. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students and figures for NCS students include those students whose ethnicity is Chinese but being categorised as non-Chinese speaking based on their spoken language at home.
3. Figures for NCS EM students do not include those students whose ethnicity is not Chinese but with Chinese as spoken language at home. The two sets of figures are not comparable.
4. Figures include students studying in public sector schools and Direct Subsidy Scheme schools, but exclude those in special schools.

Annex C

Usage of funding by schools provided with the additional funding from the 2014/15 to 2018/19 school years

Use of funding	2014/15 school year			2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year		
	Expenditure ($ million)	No. of primary schools	No. of secondary schools	Expenditure ($ million)	No. of primary schools	No. of secondary schools	Expenditure ($ million)	No. of primary schools	No. of secondary schools	Expenditure ($ million)	No. of primary schools	No. of secondary schools	Expenditure ($ million)	Estimated no. of primary schools	Estimated no. of secondary schools
Appointment of additional teachers	99.53	102	76	127.46	114	96	150.68	136	109	147.15	127	118	170.47	135	118
Appointment of additional teaching assistants	31.15	86	65	35.51	90	74	38.89	110	93	46.60	130	112	50.17	141	124
Appointment of ethnic minority assistants	6.98	19	17	9.20	24	21	10.54	23	23	9.77	20	23	12.22	24	24
Purchase of learning and teaching resources	4.25	63	59	4.07	74	78	4.09	88	105	3.54	90	123	5.39	120	142
Procurement of professional services	5.58	59	41	6.78	73	57	6.30	94	68	8.74	121	94	8.93	134	111
Organising activities to promote an inclusive environment in schools	1.62	35	36	1.66	40	42	2.88	50	65	4.03	75	86	5.76	102	108

Notes:

1. Schools may use the funding in more than one category.
2. Figures include public sector schools and Direct Subsidy Scheme schools offering the local curriculum, but exclude special schools.
3. Figures for the 2018/19 school year (including the number of schools and expenditure) are provisional.

Annex D

The intensive learning and teaching modes adopted by schools provided with the additional funding from the 2014/15 to 2018/19 school years

	2014/15		2015/16		2016/17		2017/18		2018/19	
Intensive learning and teaching modes	No. of primary schools adopting such mode	No. of secondary schools adopting such mode	No. of primary schools adopting such mode	No. of secondary schools adopting such mode	No. of primary schools adopting such mode	No. of secondary schools adopting such mode	No. of primary schools adopting such mode	No. of secondary schools adopting such mode	No. of primary schools adopting such mode	No. of secondary schools adopting such mode
Pull-out learning	61	41	67	54	81	76	82	83	93	89
Split-class/ group learning	24	29	36	35	30	36	29	39	38	35
Increasing Chinese Language lesson time	25	13	30	18	39	28	48	29	47	28
Learning Chinese across the curriculum	11	8	15	8	19	20	20	16	26	31
Co-teaching with 2 or more teachers/ teaching assistants to provide in-class support	31	5	51	19	70	34	76	34	83	35
After-school consolidation	116	96	141	115	202	165	217	191	229	196

Notes:
1. Schools may adopt more than one learning and teaching mode.
2. Figures include public sector schools and Direct Subsidy Scheme schools offering the local curriculum, but exclude special schools.
3. Figures on the number of schools concerned for the 2018/19 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2368)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

a. the number of primary and secondary schools offering Chinese as the primary medium of instruction for non-language subjects, the total number of students, the number of non-Chinese speaking (NCS) students, and the number of ethnic minority students studying in these schools respectively in the school years 2015/16, 2016/17, 2017/18 and 2018/19;

b. the number of primary and secondary schools offering English as the primary medium of instruction for non-language subjects, the total number of students, the number of NCS students, and the number of ethnic minority students studying in these schools respectively in the school years 2015/16, 2016/17, 2017/18 and 2018/19;

c. the number of primary and secondary schools which received additional funding to offer English as the primary medium of instruction for non-language subjects and the related allocated funding in the school years 2015/16, 2016/17, 2017/18 and 2018/19;

d. the number of primary and secondary schools which received additional funding to use Putonghua as the medium of instruction in Chinese language classes (PMIC) and the related allocated funding in the school years 2015/16, 2016/17, 2017/18 and 2018/19;

e. among the primary and secondary schools referenced in (a), the number of schools that use PMIC, and the number of NCS students studying in these schools respectively in the school years 2015/16, 2016/17, 2017/18 and 2018/19;

f. among the primary and secondary schools referenced in (b), the number of schools that use PMIC, and the number of NCS students studying in these schools respectively in the school years 2015/16, 2016/17, 2017/18 and 2018/19;

g. the respective number of primary and secondary schools implementing PMIC, those that received government subsidies for PMIC implementation, the corresponding amount of subsidies, and the percentage of those with NCS students in the school years 2015/16, 2016/17, 2017/18 and 2018/19;

h. In the past years, the EDB's response has been that it advocates the use of "mother tongue", meaning Chinese, as the principal medium of instruction in primary education; and there is no longer bifurcation of public sector secondary schools into Chinese-medium and English-medium schools since 2010/2011. Seeing that the effectiveness of the "Chinese Language Curriculum Second Language Learning Framework" remains to be proven and there is a lack of support in NCS students' learning in other subjects, the MOI of individual subjects is of crucial interest to NCS students and their parents when they are trying to select a school. The added challenge of PMIC to NCS students' Chinese learning necessitates a review of the MOI situation at schools. Will the EDB conduct a survey/research on the MOI situation of individual subjects at public primary and secondary schools?

Asked by: Hon MO Claudia (LegCo internal reference no.: 31)

Reply:

For primary school education, the Government advocates the use of mother tongue (i.e. Chinese, in the context of Hong Kong) as the principal medium of instruction (MOI) since students learn most effectively through the mother tongue. We have not allocated any funding to support public sector primary schools to adopt Chinese or English as the principal MOI. Irrespective of the school-based MOI arrangements adopted, schools should endeavour to nurture talents who are proficient in both Chinese and English. We will continue to strengthen language learning and teaching in primary schools and help students build a solid foundation for a smooth transition to secondary education.

As regards secondary school education, starting from the 2010/11 school year, there is no longer bifurcation of public sector secondary schools into Chinese-medium and English-medium schools based on the teaching medium adopted at the junior secondary levels from Secondary 1 to Secondary 3. To ensure students' learning effectiveness, the choice and number of subjects taught in English may vary between classes within individual schools as well as among schools under the prescribed criteria. Besides, schools may also choose to conduct extended learning activities in English, which include, among others, the use of the English medium for not more than two non-language subjects. With the adoption of subject grouping at senior secondary levels in public sector schools, schools have the discretion to decide on the number of students in each teaching group and teaching strategies (including the teaching medium) with regard to students' needs, aspirations and capabilities to facilitate students' articulation to multiple pathways.

Besides, the Education Bureau (EDB) is committed to encouraging and supporting non-Chinese speaking (NCS) students' integration into the community, and facilitating their early adaptation to the local education system and mastery of the Chinese language. Early exposure to the learning of Chinese is beneficial to them. To step up the support for NCS students' effective learning of the Chinese language and their integration into the community, starting from the 2014/15 school year, EDB has substantially increased the

additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. Moreover, the EDB has provided Applied Learning Chinese (for NCS students) at the senior secondary level starting from the 2014/15 school year to provide NCS students with an additional channel to obtain an alternative Chinese language qualification to prepare them for further studies and career pursuits. In addition to the Hong Kong Diploma of Secondary Education qualification, Applied Learning Chinese (for NCS students) is also pegged at Levels 1 to 3 of the Qualifications Framework. The EDB evaluates the effectiveness of various support measures for NCS students on an ongoing basis, and refines the measures as necessary.

Given the aforementioned diversified school-based arrangements, the number of students including NCS and ethnic minority (EM) students studying in public sector primary and secondary schools with a breakdown by teaching medium is not available. The total number of students studying in primary and secondary schools, with a breakdown by the number of NCS and NCS EM students in the 2015/16 to 2018/19 school years, according to the information collected through the annual Student Enrolment Survey, is tabulated below for reference:

Level	School year	Total number of students (Notes 1 and 2)	Number of NCS students (Notes 2 and 3)	Number of NCS EM students (Notes 2 and 4)
Primary (Primary 1 - 6) (Note 5)	2015/16	288 126	8 958	8 338
	2016/17	297 808	9 266	8 694
	2017/18	309 047	9 622	9 009
	2018/19	317 650	9 849	9 189
Secondary (Secondary 1 - 6) (Note 5)	2015/16	329 757	8 782	7 998
	2016/17	314 965	8 971	8 134
	2017/18	307 105	9 383	8 507
	2018/19	301 026	9 481	8 600

Notes:

1. The total number of students also includes those who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.
2. Figures refer to the position as at September of the respective school years.
3. Figures on NCS students include those whose ethnicity is Chinese but who are NCS based on their spoken language at home.
4. Figures on NCS EM students do not include those whose ethnicity is not Chinese but who are Chinese-speaking based on their spoken language at home.
5. Figures cover students studying in public sector and Direct Subsidy Scheme primary and secondary schools. Figures do not include special schools.

Using Putonghua as the MOI for teaching the Chinese Language subject (PMIC) is a decision driven by school-based language policy. Schools can choose a suitable MOI for teaching the Chinese Language curriculum based on their professional considerations. Schools may decide whether to adopt PMIC at certain levels/in specific classes with regard to their own circumstances, such as readiness of teachers, standards of students, language environment of the school, curriculum planning, and availability of learning and teaching support. As the number of schools adopting PMIC and the number of relevant students may vary every year, we have not kept track of such information. Moreover, primary and secondary schools adopting PMIC have not received any additional funding in the 2015/16, 2016/17, 2017/18 and 2018/19 school years.

Irrespective of schools' MOI arrangements and whether they choose to adopt PMIC, the EDB has been organising diversified professional development programmes to ensure that language teachers are provided with adequate training opportunities to enhance their professional capability in teaching the relevant languages for the benefits of students' language learning.

As for the reference materials available to parents, the Primary and Secondary School Profiles offer information on individual primary and secondary schools, including their MOI situation, so as to help parents make informed choices. The EDB also conducts annual survey with primary and secondary schools (excluding English Schools Foundation and international schools) to collect information on their class and subject details (including MOI).

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 2369)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau said in its Circular No. 8/2014 (EDB(EC)5/2041/07) that schools should also arrange their NCS students to sit for the Territory-wide System Assessment (Chinese) with a view to collecting relevant objective data on their basic competencies for research purposes, which would in turn help review the implementation of the "Learning Framework". Hence, the attainment rate of non-Chinese speaking (NCS) students in Territory-wide System Assessment (TSA) and Basic Competency Assessments (BCA) is a crucial indicator of the success of the Chinese as a Second Language Learning Framework.

Will the government inform this Council of:

(a) the numbers of non-Chinese speaking students who have taken the P.3, P.6 and S.3 TSA in 2015/16 and 2016/17 and BCA in 2017/2018, and their percentage share of the total number of non-Chinese speaking students in that grade level, as tabulated in the table below:

	Number of NCS students	Total number of NCS students in the grade level	Percentage of NCS students in the grade level who have taken this test (TSA/BCA)
P3 Chinese language			
P3 English language			
P3 Mathematics			
P6 Chinese language			
P6 English language			
P6 Mathematics			
S3 Chinese language			
S3 English language			
S3 Mathematics			

(b) The total numbers of students who have taken the P.3, P.6 and S.3 TSA in 2015/16 and 2016/17 and BCA in 2017/2018, and their percentage share of the total number of students in that grade level, as tabulated in the table below:

	Number of students	Total number of students in the grade level	Percentage of students in the grade level who have taken this test (TSA/BCA)
P3 Chinese language			
P3 English language			
P3 Mathematics			
P6 Chinese language			
P6 English language			
P6 Mathematics			
S3 Chinese language			
S3 English language			
S3 Mathematics			

(c) among the students referred to in (a) and (b), the total number and the number of NCS students attaining Basic Competency in the P.3, P.6 and the S.3 TSA or BCA respectively.

Asked by: Hon MO Claudia (LegCo internal reference no.: 32)

Reply:

(a)

The number of non-Chinese speaking (NCS) students participating in the Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3) Territory-wide System Assessment (TSA) in the 2015/16 and 2016/17 school years and the TSA in the 2017/2018 school year, and their percentage shares in the total number of NCS students in the respective grade level are tabulated as follows:

TSA	Number of NCS students* participating in TSA	Total number of NCS students in the respective grade level#	Percentage of NCS students* participating in TSA in the total number of NCS students in the respective grade level
2015/16			
P3^ Chinese Language	231	1 914	12.1%
P3^ English Language	231	1 914	12.1%
P3^ Mathematics	231	1 914	12.1%
P6△ Chinese Language	96	1 471	6.53%
P6△ English Language	96	1 471	6.53%
P6△ Mathematics	96	1 471	6.53%
S3 Chinese Language	1 321	1 458	90.6%

S3 English Language	1 321	1 458	90.6%
S3 Mathematics	1 321	1 458	90.6%
2016/17			
P3 Chinese Language	1 532	1 927	79.5%
P3 English Language	1 532	1 927	79.5%
P3 Mathematics	1 532	1 927	79.5%
P6 Chinese Language	1 319	1 546	85.3%
P6 English Language	1 319	1 546	85.3%
P6 Mathematics	1 319	1 546	85.3%
S3 Chinese Language	1 373	1 533	89.6%
S3 English Language	1 373	1 533	89.6%
S3 Mathematics	1 373	1 533	89.6%

* These NCS students were provided with accommodation measures according to their needs as requested by schools when participating in TSA

^ The 2016 P3 TSA was conducted as part of the 2016 Tryout Study. The data is gathered from some 50 participating schools.

△ Since 2012, the P6 TSA has been conducted in odd-numbered years while schools may participate in the assessment on a voluntary basis in even-numbered years.

\# NCS students cover those students who are non-Chinese speaking based on the spoken language at home. Figures on NCS students refer to the position as at September of the respective school years. The figures include students in government, aided, Direct Subsidy Scheme (DSS) and local private schools but not students in Private Independent Schools. Students in international schools and special schools are also excluded.

The total number of P3, P6 and S3 NCS students in 2018 was 1 979, 1 590 and 1 681 respectively. According to the information provided by the Hong Kong Examinations and Assessment Authority (HKEAA) on the 2018 TSA, the number of P6 and S3 NCS students participating in TSA was 192 and 1 499 respectively, representing 12.1% and 89.2% of the total number of students in the respective grade level. As for P3 NCS students, the HKEAA samples a certain number of students for assessment to meet statistical requirements.

Starting from 2018, P3 TSA has been conducted with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling". At the territory-wide level, the HKEAA samples around 10% of students from each public sector and DSS school for P3 TSA each year. If schools consider necessary, the HKEAA can arrange participation of their P3 students in TSA in full cohort. In line with the policy intent of the new assessment arrangements, the Education Bureau (EDB) decided earlier that it would neither inquire information from the HKEAA about the number of P3 students participating in TSA and the names of schools that arrange participation of their P3 students in TSA in full cohort, nor disclose other statistics related to the P3 level, with a view to avoiding persons holding different views to come up with their own interpretations and exerting undue pressure on the schools and groups of students concerned. In adhering to the above principle, the HKEAA will not disclose relevant information any longer.

(b)

The total number of students participating in the P3, P6 and S3 TSA in the 2015/16 and 2016/17 school years and the TSA in the 2017/18 school year, and their percentage shares in the total number of students in the respective grade level are tabulated as follows:

TSA	Number of students participating in TSA*	Total number of students in the respective grade level#	Percentage of students participating in TSA in the total number of students in the respective grade level
2015/16			
P3^ Chinese Language	5 156	54 236	9.51%
P3^ English Language	5 156	54 236	9.51%
P3^ Mathematics	5 156	54 236	9.51%
P6△ Chinese Language	1 952	46 375	4.21%
P6△ English Language	1 952	46 375	4.21%
P6△ Mathematics	1 952	46 375	4.21%
S3 Chinese Language	55 278	55 266	N/A
S3 English Language	55 278	55 266	N/A
S3 Mathematics	55 278	55 266	N/A
2016/17			
P3 Chinese Language	54 506	56 043	97.3%
P3 English Language	54 506	56 043	97.3%
P3 Mathematics	54 506	56 043	97.3%
P6 Chinese Language	47 220	48 014	98.3%
P6 English Language	47 220	48 014	98.3%
P6 Mathematics	47 220	48 014	98.3%
S3 Chinese Language	52 707	52 477	N/A
S3 English Language	52 707	52 477	N/A
S3 Mathematics	52 707	52 477	N/A

* Total number of students participating in TSA.

^ The 2016 P3 TSA was conducted as part of the 2016 Tryout Study. The data is gathered from some 50 participating schools.

△ Since 2012, the P6 TSA has been conducted in odd-numbered years while schools may participate in the assessment on a voluntary basis in even-numbered years.

\# Figures refer to the position as at September of the respective school years. The figures include students in government, aided, DSS and local private schools but not students in Private Independent Schools. Students in international schools and special schools are also excluded.

As mentioned in the preceding part, the EDB accepted the Committee's recommendations on P3 TSA last year, and has, starting from 2018, conducted P3 TSA with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling". At the territory-wide level, the HKEAA samples around 10% of students from each public sector and DSS school for P3 TSA each year. If schools consider necessary, the HKEAA can arrange participation of their P3 students in TSA in full cohort.

Since the EDB does not inquire information from the HKEAA about the schools that opt for participation of their P3 students in TSA in full cohort (and the related number of students), and the number of such schools (and the related number of students) are not pertinent to the policy objective, the EDB no longer maintains information on the number of students participating in P3 TSA. In line with the policy intent of the new assessment arrangements, the HKEAA will also not disclose relevant information any longer.

The total number of P3, P6 and S3 students in 2018 was 55 368, 50 602 and 50 536 respectively. According to the information provided by HKEAA on the 2018 TSA, about 2 500 P6 students and 50 000 S3 students participated in TSA.

(c)

In the 2015/16 school year, the percentage of P3 students achieving Basic Competencies (BCs) in Chinese Language, English Language and Mathematics was 85.8%, 81.1% and 89.9% respectively. The percentage of S3 students achieving BCs in Chinese Language, English Language and Mathematics was 77.4%, 69.6% and 80.0% respectively. Since 2012, P6 TSA has been conducted in odd-numbered years. As participation in the assessment was on a voluntary basis in 2016 and not all P6 students in individual schools and in the territory were involved, the HKEAA did not provide data at the territory-wide level.

In the 2016/17 school year, the percentage of P3 students achieving BCs in Chinese Language, English Language and Mathematics was 86.3%, 81.1% and 88.2% respectively. The percentage of P6 students achieving BCs in Chinese Language, English Language and Mathematics was 78.3%, 72.3% and 84.0% respectively. The percentage of S3 students achieving BCs in Chinese Language, English Language and Mathematics was 77.1%, 69.7% and 79.9% respectively.

In the 2017/18 school year, the percentage of P3 students achieving BCs in Chinese Language, English Language and Mathematics was 86.7%, 80.8% and 88.0% respectively. The percentage of S3 students achieving BCs in Chinese Language, English Language and Mathematics was 76.9%, 69.8% and 80.0% respectively. Since 2012, P6 TSA has been conducted in odd-numbered years. As participation in the assessment was on a voluntary basis in 2018 and not all P6 students in individual schools and in the territory were involved, the HKEAA did not provide data at the territory-wide level.

In addition, the EDB will not disclose the attainment status of individual groups of students in accordance with established practices to avoid labelling effect and piece-meal interpretation or misinterpretation of the relevant results.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2370)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government tabulate the details of all the Education Bureau's support programmes for non-Chinese speaking students in 2014/15 to 2018/19 including the "Chinese Language Curriculum Second Language Learning Framework", development of the Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students, teacher training, Chinese Language Learning Support Centres and alternative Chinese examinations subsidies, and inform the Council of the actual total expenditure on support measures for non-Chinese speaking students in 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 the estimated total expenditures on support measures for non-Chinese speaking students in 2018/19.

Asked by: Hon MO Claudia (LegCo internal reference no.: 33)

Reply:

The support measures for non-Chinese speaking (NCS) students from the 2014/15 to 2018/19 school years and the expenditure are tabulated at Annex.

Annex

Educational support measures for non-Chinese speaking (NCS) students from the 2014/15 to 2018/19 school years

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Starting from the 2014/15 school year, the additional funding to schools has been substantially increased and school-based professional support enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of the Chinese language as well as the creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.8 Note 1	224.0 Note 1	245.1 Note 1	259.1 Note 1	270.9 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1

Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays, and provide learning and teaching resources for those NCS students who have a late start in the learning of the Chinese language, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.8	3.7	3.9	4.7	3.3
Summer Bridging Programme for NCS students in primary schools Starting from 2013, parents of NCS students could accompany their children with a view to enhancing their exposure to, and use of, Chinese and	2.8	2.6	2.6	2.3	2.1

support for their children.					
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.7	7.4	8.6
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE). Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.	1.87	2.09	2.58	2.94	4.24 Note 2

In the 2018/19 and 2019/20 school years, secondary schools admitting NCS students are provided with additional resources to support their NCS students in using Chinese to learn Chinese History.	-	-	-	-	15.0
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 under the Language Fund.	1.09	2.35	1.18	1.72	4.28
Support for kindergartens admitting NCS students - (a) University-School Support Programmes (USP) financed by the Education Development Fund: (i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years	3.0	-	0.7	-	-

(ii) 2 projects to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively	-	Note 3	Note 3	Note 3	Note 3
(b) School-based professional support services	Note 1	Note 1	Note 1	Note 1	Note 1
(c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year:					
(i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students	-	-	-	54.0	60.7

(ii) specific training courses for kindergarten teachers on support of NCS students	-	-	-	1.4	1.5 Note 4

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 under the overall expenditure of EDB and/or different funds, and a breakdown of expenditure by item is not available.

2. With the approval of the relief measure announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the non-local Chinese Language examinations concerned in the 2018/19 school year is waived accordingly.

3. Regarding the USP projects, the actual expenditure is $2.25 million, $8.33 million and $2.88 million for the 2015/16, 2016/17 and 2017/18 school years respectively, and the estimated expenditure is $5.46 million for the 2018/19 school year. As the USP projects are implemented in both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

4. Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate kindergartens in arranging teachers to attend specified training courses on supporting NCS students. The relevant expenditure has been included in the estimated expenditure for these training courses.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2371)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has been using Chinese Language Assessment Tools to determine NCS students' Chinese Language level and requiring schools to report NCS students' performance at year end. They are ranked as achieving High, Medium or Low performance in four different stages namely the Entry Stage, Key Stage I (Primary 1-3), Key Stage II (Primary 4-6) and Key Stage III (Secondary 1-3). Each stage of these assessment tools provides "exemplars on listening, speaking, character recognition/reading and character writing/writing, alongside audio recordings and scripts, reference answers and marking schemes etc. to facilitate teachers' use" (EDB website).

Will the government inform this council of

a. The number of schools with 1 to 9 NCS students, 10 or more NCS students, the number of schools receiving funding under the Chinese as a Second Language Learning Framework, number of schools using assessment tools and percentage of schools using assessment tools out of all schools receiving funding in the year 2015/16 to 2018/19:

	Schools with 10 or more NCS students	Schools with 1-9 NCS students			% of schools with 1-9 NCS students using assessment tools out of all schools receiving funding
		Number of schools		Number of schools receiving funding	Number of schools using assessment tools
2015/16					
2016/17					
2017/18					
2018/19					

b. By type of assessment tools, the name of institution which developed the tool, the number of schools using the tool, the number of students using the tool, frequency of using the tool, and the expenditure involved;

c. Please state the levels of competence in Chinese that NCS students have attained since the implementation of the "Chinese Language Curriculum Second Language Learning Framework" as reported by schools, by tabulating their performance under different learning stages disaggregated by reading, writing, listening and speaking skills from school years 2014/15 to 2018/19?

	2014/15	2015/16	2016/17	2017/18	2018/19
No. of secondary 1-3 NCS students accessed					
No. of secondary 1-3 NCS students reached Key Stage III					
No. of primary 4-6 NCS students accessed					
No. of primary 4-6 NCS students reached Key Stage II					
No. of primary 1-3 NCS students accessed					
No. of primary 1-3 NCS students reached Key Stage I					
No. of NCS students accessed					
No. of NCS students reached Entry Stage					

d. The EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results by using the "Assessment Tools", so as to understand the overall performance of NCS students' learning of the Chinese language. How many students have been analyzed each year since the beginning of this analysis by grade level? What are the details and findings of the analysis? Has the EDB published the findings of this analysis? If not, why not?

e. Circular 25/2019 of the EDB states that the EDB cannot publicize the assessment tools because of copyrights issues. If the copyright does not belong to the EDB, who holds the copyright to the assessment tools?

Asked by: Hon MO Claudia (LegCo internal reference no.: 34)

Reply:

a. – d.
Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the

Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools, which was drawn up in consultation with teachers and language experts, and the creation of an inclusive learning environment in schools. Schools are also provided with practical tools and steps, as well as reference materials on learning and teaching, including the "Chinese Language Assessment Tools for NCS Students" ("Assessment Tools"). All public sector schools and Direct Subsidy Scheme schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. In the 2015/16, 2016/17, 2017/18 and 2018/19 school years, the respective number of schools is 197, 216, 228 and 241. These schools are required to, based on the results of the "Assessment Tools", adjust the learning targets and teaching strategies with reference to the learning progress so described in the "Learning Framework", as well as the learning performance and progress of their NCS students, and adopt diversified intensive learning and teaching modes as appropriate to enhance the effectiveness of NCS students in learning the Chinese language. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the "Learning Framework". In the 2015/16, 2016/17, 2017/18 and 2018/19 school years, the respective number of schools is 410, 382, 387 and 391. Starting from the 2014/15 school year, they may apply for an additional funding of $50,000 per year on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. We encourage these schools to optimise the use of their immersed Chinese language environment, work out holistic plans that dovetail with existing measures and resources in light of their school-based circumstances, as well as deploy resources flexibly and apply for additional funding as appropriate to support their NCS students in mastering the Chinese language. In the 2015/16, 2016/17, 2017/18 and 2018/19 school years, 83, 179, 213 and 213 (provisional) schools were provided with an additional funding to offer after-school Chinese language support programmes respectively. The EDB encourages schools concerned to adopt the "Assessment Tools" having regard to NCS students' needs, assess the learning performance of their NCS students on an ongoing basis and provide these students with appropriate support. The assessment tasks under the "Assessment Tools" cover the entry stage, Key Stage 1 (Primary 1-3), Key Stage 2 (Primary 4-6), Key Stage 3 (Secondary 1-3) and Key Stage 4 (Secondary 4-6). The tasks in each stage are designed in conjunction with the expected learning outcomes across different levels of the "Learning Framework", so as to assist teachers in teaching and providing assessment feedback to NCS students. Aligned with curriculum planning, teaching progression and NCS students' learning needs, teachers may adopt a school-based approach in using the "Assessment Tools" to assess NCS students' learning progress over time, provide timely feedback on learning and set progressive learning targets for their NCS students. Teachers may use part or all of the questions in the exemplars and make adaptation to the questions as appropriate according to the needs of NCS students, and administer the assessment at the mode and time as schools consider appropriate. Schools are not required to submit information about the frequency of assessments they have conducted.

The EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results based on the "Assessment Tools", so as to understand the overall learning performance of NCS students' learning of the Chinese language. According to the

sampling methodology adopted, the marked scripts on each of reading (or character recognition) and writing (or character writing), broadly categorised as high, medium, and low in terms of performance by individual schools based on school-based criteria, are collected from all schools provided with the aforementioned additional funding ranging from $0.8 million to $1.5 million per year, so that the findings would cover NCS students' learning at different grade levels and Chinese proficiency as far as practicable. The sample size has been expanded from 5% of the total number of NCS students admitted to individual schools each year or not less than 6 scripts in the 2014/15 and 2015/16 school years (a total of some 2 000 scripts per year) to 8% or not less than 6 scripts from the 2016/17 school year (a total of some 4 000 scripts per year) onwards.

According to the findings of the analysis in each of the school years from 2014/15 to 2017/18, the overall performance in reading and writing of NCS students studying at the same grade level varied considerably as their duration of and pace in learning Chinese were different. In brief, NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course. The findings of the analysis in the 2017/18 school year showed that Primary 3 students with relatively higher ability were generally able to comment on the passages they read and the characters portrayed, and express ideas in paragraphs with the use of conjunctions in their writing. These are the language abilities required before students enter the next learning stage. At the secondary levels, students' improvement was not as remarkable as that at the primary levels. While NCS students at junior secondary levels made some progress, there was no significant improvement in respect of NCS students at senior secondary levels.

Every year, we organise sharing sessions to share with schools the findings of the analysis, with a view to helping schools enhance the learning and teaching strategies for more effective Chinese learning of NCS students. Nevertheless, it is neither appropriate nor possible to assess the effectiveness of NCS students' learning of the Chinese language solely based on the results of the "Assessment Tools". In fact, all students, including NCS students, may experience ups and downs in their learning journey in primary and secondary schools, and the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, learning attitude of students). Teachers need to monitor NCS students' learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways. It has only been some 4 years since the implementation of the "Learning Framework" and other support measures in the 2014/15 school year. It takes time for these measures to take root and create a sustainable impact. It is expected that the Chinese proficiency of NCS students (especially those who have started learning the Chinese language at kindergarten level) will improve progressively.

e.
The "Assessment Tools", which are jointly developed by the EDB, language experts and teachers, are linked with the expected learning outcomes across different levels of the "Learning Framework" to help teachers grasp the learning progress of NCS students and make use of the "Learning Framework" to plan the school-based curriculum and adjust teaching strategies. The EDB owns the copyright of the "Assessment Tools". In view of the fact that "Assessment Tools" are a set of professional tools specifically designed for

teachers, the “Assessment Tools” are only available on the intranet of “Learning and Teaching Resources of Chinese Language Education Key Learning Area” for teachers’ download and adoption. Members of the public may visit the EDB website for a brief introduction to the “Assessment Tools”.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2372)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has previously mentioned that that the University of Hong Kong is conducting analysis on NCS students' overall learning performance in Chinese by making reference to the results based on the assessment tools since the end of 2014/15 school year.

Will the Government share with this Council:
(a) the report on the analysis to date;

(b) year-by-year information and progress of NCS Chinese learning;

(c) the indicators to evaluate the effectiveness of the Learning Framework?

(d) information collected by the University of Hong Kong on the following:

	2014/15	2015/16	2016/17	2017/18	2018/19
Number of school with NCS funding					
No. of NCS students being analysed					
No. of NCS students who bridged to mainstream Chinese class					
No. of Secondary 1-3 NCS students who reached Key Stage III					
No. of Primary 4-6 NCS students who reached Key Stage II					
No. of Primary 1-3 NCS students who reached Key					

Stage I					
No. of NCS students who reached Entry Stage					
Total expenditure involved					

(e) EDB stated previously that they will "continue to collect views from various stakeholders" about the effectiveness of the Learning Framework and that of the supporting materials. Please state the number of groups or individuals consulted and list out their titles. Also please state the ways of collecting opinions (e.g. meetings, submission papers, etc.)

Asked by: Hon MO Claudia (LegCo internal reference no.: 35)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. All public sector schools and Direct Subsidy Scheme schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. In the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 school years, the respective number of schools is 173, 197, 216, 228 and 241. Schools are also provided with practical tools and steps, as well as reference materials on learning and teaching, including the "Chinese Language Assessment Tools for NCS Students" ("Assessment Tools"). The assessment tasks under the "Assessment Tools" cover the entry stage, Key Stage 1 (Primary 1-3), Key Stage 2 (Primary 4-6), Key Stage 3 (Secondary 1-3) and Key Stage 4 (Secondary 4-6). The tasks in each stage are designed in conjunction with the expected learning outcomes across different levels of the "Learning Framework", so as to assist teachers in teaching and providing assessment feedback to NCS students. Aligned with curriculum planning, teaching progression and NCS students' learning needs, teachers may adopt a school-based approach in using the "Assessment Tools" to assess NCS students' learning progress over time, provide timely feedback on learning and set progressive learning targets for their NCS students.

EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results based on the "Assessment Tools", so as to understand the overall learning performance of NCS students' learning of the Chinese language. Such analysis does not cover the number of NCS students who have bridged over to mainstream Chinese Language classes or who have attained certain levels at different learning stages. According to the sampling methodology adopted, the marked scripts on each of reading (or character recognition) and writing (or character writing), broadly categorised as high, medium, and low in terms of performance by individual schools based on school-based criteria, are collected from all schools provided with the additional funding, so that the findings would

cover NCS students' learning at different grade levels and Chinese proficiency as far as practicable. The sample size has been expanded from 5% of the total number of NCS students admitted to individual schools each year or not less than 6 scripts in the 2014/15 and 2015/16 school years (a total of some 2 000 scripts per year) to 8% or not less than 6 scripts from the 2016/17 school year (a total of some 4 000 scripts per year) onwards.

According to the findings of the analysis in each of the school years from 2014/15 to 2017/18, the overall performance in reading and writing of NCS students studying at the same grade level varied considerably as their duration of and pace in learning Chinese were different. In brief, NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course. The findings of the analysis in the 2017/18 school year showed that Primary 3 students with relatively higher ability were generally able to comment on the passages they read and the characters portrayed, and express their ideas in paragraphs with the use of conjunctions in their writing. These are the language abilities required before students enter the next learning stage. At the secondary levels, students' improvement was not as remarkable as that at the primary levels. While NCS students at junior secondary levels made some progress, there was no significant improvement in respect of NCS students at senior secondary levels. Nevertheless, it is neither appropriate nor possible to assess the effectiveness of NCS students' learning of the Chinese language solely based on the results of the "Assessment Tools". In fact, all students, including NCS students, may experience ups and downs in their learning journey in primary and secondary schools. Individual NCS students' learning progress in Chinese may vary due to various factors. Teachers need to monitor NCS students' learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways. Every year, we organise sharing sessions to share with schools the findings of the analysis, with a view to helping schools enhance the learning and teaching strategies for more effective Chinese learning of NCS students.

It has only been some 4 years since the implementation of the "Learning Framework" and other support measures in the 2014/15 school year. It takes time for these measures to take root and create a sustainable impact. It is expected that the Chinese proficiency of NCS students (especially those who have started learning the Chinese language at kindergarten level) will improve progressively. EDB has consulted teachers and language experts when formulating the "Learning Framework", and will continue to collect views from various stakeholders on the "Learning Framework" and relevant support measures. At the curriculum level, EDB has, through school visits and focus group interviews, solicited teachers' views on related curriculum documents, with a view to introducing refinements that could make the descriptions of learning outcomes under the "Learning Framework" more precise and concrete. The revised "Learning Framework" was uploaded onto the "Chinese Language Curriculum Second Language Learning Framework Dedicated Homepage" in January 2019 for teachers' reference and use. In parallel, the relevant assessment tools and teaching resources have been updated accordingly. EDB will continue to collect information to evaluate the effectiveness of its support measures and make refinements as necessary. In this regard, while looking into the learning objectives, curriculum planning, instructional materials and teaching strategies adopted by the schools, language proficiency and learning motivation of NCS students and other contributing

factors for effective learning, we also understand that the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, students' learning attitude, etc.).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2373)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Since the school year 2014/15, education support measures for non-Chinese speaking (NCS) students include training programmes for Chinese Language teachers teaching NCS students; some of these training programmes are contracted to be conducted by institutions such as the Education University of Hong Kong.

Will the government inform this council of the actual expenditures for these non-subvented and subvented training programmes, the frequency and the enrolment of these programmes from 2014/15 to 2018/19 school year?

	2014/15	2015/16	2016/17	2017/18	2018/19
Type of teacher training					
Institutions					
Expenditures					
No. of teachers enrolled					
No. of teachers attached					

Asked by: Hon MO Claudia (LegCo internal reference no.: 36)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools.

To enhance teachers' professional capability in teaching NCS students, EDB has been continuously organising systematic and diversified professional development programmes to enable teachers to gain a deeper understanding of the "Learning Framework" and master effective teaching methods. As at February 2019, there were a total of 372 primary schools and 300 secondary schools that had sent their teachers (an attendance of around 4 000) to participate in seminars and workshops organised by EDB.

EDB has also commissioned the University of Hong Kong to conduct 10 teacher workshops each school year for Chinese Language teachers who teach NCS students. These workshops cover the teaching and learning of Chinese Language for NCS students, including overall curriculum planning, teaching strategies, design of diversified activities, cultural inclusiveness, classroom teaching, as well as experience sharing. About 2 700 teachers attended these workshops from the 2014/15 to 2018/19 school years. The annual expenditure involved was about $300,000 to $400,000.

In addition, to enhance pedagogical effectiveness in supporting NCS students' learning of the Chinese language, how to teach Chinese from the perspective of second language learners has been embedded in 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 or its breakdown.

In tandem, starting from the 2014/15 school year, EDB has launched the "Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language)" (the Scheme) funded under the Language Fund on a pilot basis, with a view to encouraging serving Chinese Language teachers to pursue recognised courses offered by the universities to enhance their professional capability and qualifications in teaching Chinese to NCS students. Teachers would undertake such recognised programmes at master's degree or diploma level after work, and it usually takes around 2 years to complete a programme. Chinese Language teachers may, in light of the actual circumstances, pursue the recognised programmes under the Scheme on a voluntary basis. As at end-February 2019, 75 teachers from 62 schools have been approved for earmarking the grant/have been offered the grant, among which 59 teachers have successfully completed the programmes and received the basic level of grant. In the 2018/19 school year, EDB continues to implement the Scheme to enable more teachers to undertake the relevant programmes. The estimated expenditure on the grant is $2.17 million.

The 5-week programme "Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students", conducted by the Education University of Hong Kong among other programmes/courses, for Chinese Language teachers teaching NCS students in primary and secondary schools will continue. From the 2014/15 to 2017/18 school years, 62 teachers from 51 schools enrolled in the course. The programme for the 2018/19 school year is still open for application, and hence the number of teachers enrolled is not yet available. Such programmes are subsumed under the overall professional development programme of EDB, and thus a breakdown of expenditure by item is not available.

The above measures are undertaken by different sections of EDB, and deployment of staff may be adjusted as appropriate. Except for the information provided separately above, the relevant manpower resources and expenses are subsumed under the overall expenditure and/or different funds of EDB.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2374)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau had spent HK$184,000 to formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students. The "data collection and associated research work under the research framework has started from the end of the 2014/15 school year, when initial data on the performance of NCS students and feedback on the impact of various support measures are available." EDB mentioned that it would share with stakeholders the findings, including the overall performance of NCS students in Chinese Language, feedback of schools on the support services and recommendations for improvement where appropriate.

It was mentioned by the Government that review would be conducted after the Framework was implemented for three years.

(a) Given that this is the fifth year of the implementation of the Framework, will the Government share with this Council the data on the performance of NCS students and feedback on the impact of various support measures as well as the overall performance of NCS students in Chinese Language, feedback of schools on the support services and recommendations for improvement? If no, the reasons and provide the timetable of releasing the results of the data collection and associated research work under the research framework.

(b) Regarding the Chinese as a Second Language Framework Evaluation report, will the EDB publish the research framework? If not, why not?

(c) Will the EDB publish the CSL Framework review report? If not, why not?

(d) What are the methodologies used to derive the initial findings?

(e) Will the EDB publish the entire review report so that stakeholders are informed on the comprehensive details and not just the initial findings?

(f) Referencing circular 25/2019 regarding CSL Framework refinement, did the Curriculum Development Council consult with teachers on the refinement? If yes, please provide details of the format and scale of consultation (e.g. number of teachers consulted, etc.)

(g) Number of briefing sessions organized by the EDB regarding the CSL Framework? Please list out the date, venue, attendance and enrollment of the sessions.

Asked by: Hon MO Claudia (LegCo internal reference no.: 37)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has implemented the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools. The "Learning Framework" was drawn up in consultation with teachers and language experts and developed from the perspective of second language learners with a view to helping non-Chinese speaking (NCS) students overcome the difficulties in learning Chinese. In tandem, the EDB provides, through diversified modes, school-based professional support services for schools that admit NCS students.

The EDB reviews and evaluates the effectiveness of various support measures for NCS students on an ongoing basis, and refines the measures as necessary. The EDB has established a research framework in light of the advice of experts, collected quantitative and qualitative information (including NCS students' performance in the Territory-wide System Assessment (TSA) and findings of the questionnaire surveys on TSA), as well as evaluation data on the effectiveness of school-based professional support services through questionnaire surveys and focus group interviews, so as to review the relevant various support measures. On 26 June 2017, the EDB reported to the Panel on Education the implementation progress of these support measures, including data collection and relevant work under the research framework and the overall deployment of additional funding by schools. The EDB will update the Legislative Council on the progress of the support measures in a timely manner.

Since the introduction of the "Learning Framework", the EDB has been soliciting teachers' views through school visits and focus group interviews so that refinements could be made to the "Learning Framework". In general, teachers consider that the "Learning Framework" is useful for curriculum planning, teaching and assessment in teaching Chinese to NCS students. Members of the Curriculum Development Council Committee on Chinese Language Education also share the views that the "Learning Framework" can facilitate teaching for NCS students. The EDB has revised the "Learning Framework" in light of the views of teachers, so as to make the descriptions of learning outcomes more precise and concrete. The revised "Learning Framework" was uploaded to the EDB's webpage in January 2019. In parallel, the relevant assessment tools and teaching resources have been updated accordingly. The EDB organises briefing sessions and workshops for teachers on an ongoing basis. From January to March 2019, 4 sessions were held (about 550 places were available and around 280 teachers submitted applications) to brief teachers on the revisions to the "Learning Framework" and facilitate schools' adoption of the "Learning Framework" with regard to curriculum planning, learning and teaching, and assessment.

Other professional development programmes on the "Learning Framework" will be organised for teachers, details of which are available on the EDB's Training Calendar.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2375)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

a. The number of students in public primary school, the number of NCS students among them, the number of NCS primary school students who have previously attended kindergarten in Hong Kong, and the number of NCS primary school students locally born tabulated by school years from 2015/16 to 2018/19;

b. The number of students in public secondary school, the number of NCS students among them, the number of NCS secondary school students who have previously attended kindergarten in Hong Kong, the number of NCS secondary school students locally born, and the number of NCS students who has lived in Hong Kong more than 7 years tabulated by school years from 2015/16 to 2018/19.

c. The EDB previously said that the Student Enrolment Survey does not collect information about whether students have studied in a kindergarten in Hong Kong, whether they were born in Hong Kong and their length of residence in Hong Kong. However these are important data for policy setting and implementation especially in terms of ethnic minority education policies. Will the EDB consider collecting these data points? If not, why not?

Asked by: Hon MO Claudia (LegCo internal reference no.: 38)

Reply:

The number of students and non-Chinese speaking (NCS) students studying in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools from the 2015/16 to 2018/19 school years is tabulated at Annex.

Student Enrolment Survey is a universal survey that mainly collects and updates information of all primary and secondary students studying in public sector schools and DSS schools offering the local curriculum in the territory. It is conducted for the Education Bureau (EDB) to maintain and update basic information of these students, which includes primarily their Chinese and English names, gender, date of birth, current school, grade level and class, etc. The Survey does not collect information on whether the students (including NCS students) have attended kindergartens in Hong Kong, whether they were born in Hong Kong and their length of residence in Hong Kong. EDB will collect other information on a need basis to inform the formulation and review of specific policies or measures as appropriate.

The Government ensures equal opportunities in school admission for all eligible children (including NCS children) in public sector schools, regardless of their race. Education policies and support measures are underpinned by the principle of teaching students according to their ability and aptitude. To help NCS students overcome the difficulties in learning Chinese as a second language, EDB has, starting from the 2014/15 school year, substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. At present, EDB collects information on whether NCS students have attended kindergartens through the questionnaire surveys on the Territory-wide System Assessment, and the annual plans submitted by schools with 10 or more NCS students and hence are provided with an additional funding ranging from $0.8 million to $1.5 million per year. According to the annual plans submitted by the primary and secondary schools concerned in the 2017/18 school year, about 80% and 40% of their NCS students have attended local kindergartens respectively. Whether NCS students have attended kindergartens in Hong Kong is also a piece of information for reference of the schools concerned when planning the school-based support measures.

Annex

Number of students and non-Chinese speaking (NCS) students by level from the 2015/16 to 2018/19 school years

Level	School year	Number of NCS students (Notes 1 and 2)	Total number of students (Note 4)
Primary (Primary 1 to 6) (Note 3)	2015/16	8 958	288 126
	2016/17	9 266	297 808
	2017/18	9 622	309 047
	2018/19	9 849	317 650
Secondary (Secondary 1to 6) (Note 3)	2015/16	8 782	329 757
	2016/17	8 971	314 965
	2017/18	9 383	307 105
	2018/19	9 481	301 026

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above figures include 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 public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include special schools.
4. The total number of students also includes those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2376)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Since 2014 primary and secondary schools with 1 to 9 non-Chinese speaking (NCS) students can apply for extra funding of $50,000 to support after school Chinese learning of NCS students. Will the Government inform this Council of:

a. The number of primary schools, the number of primary schools receiving the extra NCS funding, and the percentage of these schools out of all schools from 2014/15 to 2018/19 school years disaggregated by district;

b. The number of secondary schools, the number of secondary schools receiving the extra NCS funding, and the percentage of these schools out of all schools from 2014/15 to 2018/19 school years disaggregated by district;

c. How does the EDB conduct funding evaluation to ensure accountability?

d. Does the EDB require schools to upload the relevant plans and reports on funding usage to school website? If not, why not?

e. How does the EDB measure students' Chinese learning progress after providing funding to schools?

f. Apart from listing out support measures for NCS students in school profiles, how do schools consult parents on what support measures are needed?

Asked by: Hon MO Claudia (LegCo internal reference no.: 39)

Reply:

a. and b. Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. All public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted to adopt diversified intensive learning and teaching modes as appropriate with a view to enhancing the effectiveness of NCS students in learning the Chinese language and facilitating their bridging over to mainstream Chinese Language classes in the long run. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the "Learning Framework". Based on the experience of the schools concerned, additional support in learning Chinese is mainly provided after school or during school holidays as appropriate. Starting from the 2014/15 school year, they may apply for an additional funding of $50,000 per year on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. These schools can make good use of their immersed Chinese language environment, work out holistic plans that dovetail with existing measures and resources in light of their school-based circumstances to support their NCS students in mastering the Chinese language. The number of primary and secondary schools admitting 1 to 9 NCS students and provided with the above-mentioned additional funding by district from the 2014/15 to 2018/19 school years is tabulated at Annex A and Annex B respectively. No applications from schools were rejected during the period. In these 5 school years, the number of schools admitting 1 to 4 NCS students accounted for about 80% of the schools admitting 1 to 9 NCS students, and they seldom applied for the aforementioned additional funding to provide after-school support programmes in learning Chinese for NCS students.

c., d. and f. The above-mentioned additional funding provided for schools admitting 1 to 9 NCS students is for specific purposes only, i.e. organising after-school support programmes for NCS students to learn Chinese and creating an inclusive learning environment in schools. In this connection, EDB has issued a circular and letters to schools elucidating the policy intent and guidelines on the use of the funding. In each school year, schools planning to apply for the additional funding and those receiving the

additional funding are required to submit to EDB their school plans and reports, which are endorsed by the School Management Committee/Incorporated Management Committee, on the use of the funding and the measures to support NCS students in learning Chinese. To facilitate our monitoring of the use of the additional funding, schools are required to provide relevant information, which may include detailed internal information not intended for public consumption, in the school plans and reports. Therefore, schools are not required to upload their school plans and reports to their webpages.

To enhance transparency and facilitate parents in making school choices, a column on "Education Support for NCS Students" has been newly added to the School Profiles starting from the 2018/19 school year. Public sector schools and DSS schools offering the local curriculum and provided with the additional funding are required to specify that they provide additional support for their NCS students to facilitate their learning of the Chinese language. Besides, schools generally provide parents (including parents of NCS students) with information on their support for students via different channels such as school webpages, circulars, and parents' day. EDB has been reminding schools to discuss with parents of NCS students the learning progress (including the learning of Chinese) of their children on a regular basis and enhance the effectiveness of NCS students in learning the Chinese language through home-school co-operation.

e. It has only been some 4 years since the implementation of the "Learning Framework" and other support measures in the 2014/15 school year. It takes time for these measures to take root and create a sustainable impact. It is expected that the Chinese proficiency of NCS students (especially those who have started learning the Chinese language at kindergarten level) will gradually improve. EDB will continue collecting information to evaluate the effectiveness of its support measures (including the provision of additional funding for schools) and make refinements where appropriate. In this regard, while looking into the learning objectives, curriculum planning, instructional materials and teaching strategies adopted by schools, language proficiency and learning motivation of NCS students and other contributing factors for effective learning, we also understand that the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, students' learning attitude, etc.).

Annex A

Number of primary schools admitting 1 to 9 non-Chinese speaking students and provided with additional funding to offer after-school support programmes in learning Chinese by district from the 2014/15 to 2018/19 school years

District	2014/15			2015/16			2016/17			2017/18			2018/19		
	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district
Central & Western	16	0	0.0%	16	0	0.0%	16	3	18.8%	16	3	18.8%	16	3	18.8%
Wan Chai	15	1	6.7%	15	0	0.0%	16	2	12.5%	16	3	18.8%	16	2	12.5%
Eastern	28	2	7.1%	28	4	14.3%	27	6	22.2%	27	7	25.9%	27	4	14.8%
Southern	13	0	0.0%	13	1	7.7%	13	4	30.8%	13	4	30.8%	13	5	38.5%
Yau Tsim Mong	21	0	0.0%	21	0	0.0%	21	3	14.3%	21	6	28.6%	21	5	23.8%
Sham Shui Po	24	0	0.0%	24	1	4.2%	24	5	20.8%	24	5	20.8%	24	4	16.7%
Kowloon City	33	1	3.0%	33	2	6.1%	35	8	22.9%	35	8	22.9%	35	5	14.3%
Wong Tai Sin	28	0	0.0%	27	0	0.0%	25	3	12.0%	25	7	28.0%	25	6	24.0%
Kwun Tong	33	1	3.0%	35	1	2.9%	35	4	11.4%	35	5	14.3%	35	8	22.9%
Sai Kung	26	2	7.7%	26	4	15.4%	26	8	30.8%	26	9	34.6%	26	11	42.3%
Sha Tin	40	2	5.0%	40	2	5.0%	40	9	22.5%	40	10	25.0%	41	14	34.1%
Tai Po	18	0	0.0%	18	3	16.7%	18	5	27.8%	18	5	27.8%	19	4	21.1%
North	28	2	7.1%	28	3	10.7%	28	4	14.3%	28	6	21.4%	28	6	21.4%
Yuen Long	47	6	12.8%	48	7	14.6%	48	12	25.0%	48	11	22.9%	48	13	27.1%
Tuen Mun	35	2	5.7%	35	3	8.6%	35	9	25.7%	35	9	25.7%	35	11	31.4%
Tsuen Wan	21	2	9.5%	21	2	9.5%	21	4	19.0%	21	5	23.8%	21	8	38.1%
Kwai Tsing	31	3	9.7%	31	1	3.2%	31	2	6.5%	31	3	9.7%	31	3	9.7%
Islands	16	1	6.3%	16	0	0.0%	16	1	6.3%	16	1	6.3%	16	0	0.0%
All districts	473	25	5.3%	475	34	7.2%	475	92	19.4%	475	107	22.5%	477	112	23.5%

Notes:

1. Figures include public sector primary schools and Direct Subsidy Scheme primary schools offering the local curriculum. Figures do not include special schools.
2. Figures of schools provided with the additional funding in the 2018/19 school year are provisional.

Annex B

Number of secondary schools admitting 1 to 9 non-Chinese speaking students and provided with additional funding to offer after-school support programmes in learning Chinese by district from the 2014/15 to 2018/19 school years

District	2014/15			2015/16			2016/17			2017/18			2018/19		
	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district
Central & Western	11	3	27.3%	11	3	27.3%	11	2	18.2%	11	1	9.1%	11	2	18.2%
Wan Chai	15	0	0.0%	15	0	0.0%	17	1	5.9%	17	2	11.8%	17	2	11.8%
Eastern	32	1	3.1%	32	3	9.4%	30	8	26.7%	30	10	33.3%	30	10	33.3%
Southern	16	0	0.0%	15	0	0.0%	15	4	26.7%	15	6	40.0%	15	6	40.0%
Yau Tsim Mong	18	7	38.9%	18	9	50.0%	18	10	55.6%	18	10	55.6%	18	10	55.6%
Sham Shui Po	26	2	7.7%	26	4	15.4%	26	6	23.1%	26	7	26.9%	26	5	19.2%
Kowloon City	35	2	5.7%	35	6	17.1%	35	8	22.9%	35	7	20.0%	35	9	25.7%
Wong Tai Sin	24	2	8.3%	24	2	8.3%	24	4	16.7%	24	5	20.8%	24	4	16.7%
Kwun Tong	34	1	2.9%	34	2	5.9%	34	5	14.7%	34	5	14.7%	33	5	15.2%
Sai Kung	26	0	0.0%	26	2	7.7%	26	4	15.4%	26	6	23.1%	26	3	11.5%
Sha Tin	46	1	2.2%	44	2	4.5%	44	6	13.6%	44	8	18.2%	44	5	11.4%
Tai Po	20	1	5.0%	20	0	0.0%	20	3	15.0%	20	4	20.0%	20	3	15.0%
North	20	0	0.0%	20	1	5.0%	20	2	10.0%	20	1	5.0%	20	1	5.0%
Yuen Long	39	6	15.4%	39	5	12.8%	39	7	17.9%	39	7	17.9%	39	12	30.8%
Tuen Mun	38	3	7.9%	38	4	10.5%	38	6	15.8%	37	11	29.7%	37	9	24.3%
Tsuen Wan	14	1	7.1%	14	1	7.1%	14	2	14.3%	14	3	21.4%	14	2	14.3%
Kwai Tsing	31	3	9.7%	31	4	12.9%	31	7	22.6%	31	11	35.5%	31	12	38.7%
Islands	11	0	0.0%	11	1	9.1%	11	2	18.2%	11	2	18.2%	11	1	9.1%
All districts	456	33	7.2%	453	49	10.8%	453	87	19.2%	452	106	23.5%	451	101	22.4%

Notes:

1. Figures include public sector secondary schools and Direct Subsidy Scheme secondary schools offering the local curriculum. Figures do not include special schools.
2. Figures of schools provided with the additional funding in the 2018/19 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2377)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

a. the total number of schools (government, aided and direct subsidy scheme) and the number of schools with NCS students in each district:

District	No. of primary schools	No. of primary schools with NCS students	No. of secondary schools	No. of secondary schools with NCS students

b. the number of NCS students studying in the district and the number of NCS students residing in each district:

District	No. of KG NCS students studying in the district	No. of KG NCS students (age 3 to 5) residing in the district	No. of primary NCS students studying the district	No. of primary students (age 6 to 11) residing in the district	No. of secondary students studying in the district	No. of secondary students (12 to 17) residing in the district

Asked by: Hon MO Claudia (LegCo internal reference no.: 40)

Reply:

The number of public sector and Direct Subsidy Scheme (DSS) schools and the number of public sector and DSS schools with non-Chinese speaking (NCS) students by district in the 2018/19 school year are tabulated at Annex A; the number of NCS students studying at kindergartens, public sector and DSS schools by district is tabulated at Annex B. When formulating policies and measures on education support for NCS students, students' district of residence is not a consideration factor. We have not collected information on NCS school-age children at different school levels (i.e. kindergarten, primary and secondary school levels) by district of residence.

Annex A

Number of primary and secondary schools with non-Chinese speaking (NCS) students by district in the 2018/19 school year

District	Number of primary schools	Number of primary schools with NCS students	Number of secondary schools	Number of secondary schools with NCS students
Central & Western	16	12	11	10
Wan Chai	16	15	17	16
Eastern	27	21	30	23
Southern	13	11	15	12
Yau Tsim Mong	21	18	18	18
Sham Shui Po	24	15	26	19
Kowloon City	35	23	35	24
Wong Tai Sin	25	17	24	14
Kwun Tong	35	17	33	16
Sai Kung	26	16	26	15
Sha Tin	41	25	45	19
Tai Po	19	13	20	9
North	28	10	20	4
Yuen Long	48	43	39	32
Tuen Mun	35	28	37	27
Tsuen Wan	21	14	14	10
Kwai Tsing	31	20	31	23
Islands	16	14	11	10
All districts	477	332	452	301

Notes:

1. Figures refer to the position as at September 2018.
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 public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include students studying in special schools.

Annex B

Number of NCS students studying in kindergartens, primary and secondary schools by district in the 2018/19 school year

District	Kindergartens	Primary Schools	Secondary Schools
Central & Western	1 263	695	185
Wan Chai	1 425	1 075	799
Eastern	922	230	664
Southern	1 445	44	145
Yau Tsim Mong	1 023	1 156	712
Sham Shui Po	442	893	1 797
Kowloon City	1 136	373	339
Wong Tai Sin	111	324	86
Kwun Tong	200	804	952
Sai Kung	876	265	535
Sha Tin	558	119	309
Tai Po	184	109	77
North	39	29	5
Yuen Long	741	988	624
Tuen Mun	330	708	918
Tsuen Wan	135	84	66
Kwai Tsing	650	959	247
Islands	1 488	994	1 021
All districts	12 968	9 849	9 481

Notes:

1. Figures refer to the position as at September 2018.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for kindergartens cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary schools cover students studying in public sector and Direct Subsidy Scheme schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include students studying in special schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2383)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government indicates that it will "continue to improve the learning and teaching of the English Language so as to lay solid foundation for students' diversified needs of English learning in future". In this connection, please advise of the following:

1. the measures implemented in the past 5 years and this year to improve Hong Kong students' English proficiency, and the expenditure involved.

2. whether the Administration has assessed the effectiveness of the measures to improve students' English proficiency? If yes, what are the details? If no, what are the reasons?

3. whether the Education Bureau will raise students' daily English standard and proficiency in an effort to enhance their international competitiveness, and allocate additional resources to schools for training local teachers and supporting schools in promoting English Language education?

Asked by: Hon MO Claudia (LegCo internal reference no.: 48)

Reply:

We have been implementing various measures for improving the learning and teaching of English Language in primary and secondary schools. The expenditure involved for implementing such measures in the past 5 years (i.e. 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 financial years) is $767.44 million (of which $29.23 million is from the Language Fund), $794.24 million (of which $25.74 million is from the Language Fund), $838.35 million (of which $27.70 million is from the Language Fund), $883.29 million (of which $44.31 million is from the Language Fund) and $818.50 million (of which $83.33 million is from the Language Fund) respectively. In the 2019-20 financial year, the

provision is $976.33 million, of which $35.10 million is from the Language Fund. Details of the support measures are tabulated as follows:

No.	Name of Project	Details
A. Grants to schools		
*1.	Grant Scheme on Promoting Effective English Language Learning in Primary Schools	To help schools develop school-based measures to further promote effective English language learning.
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 teachers' 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).
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 1 year or 3 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.	Resources for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning and teaching.
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme for Primary Schools (PNET 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, each eligible public sector primary school operating 6 or more classes (including special schools (primary section) offering the mainstream curriculum and schools for children with intellectual disabilities (primary section) offering an appropriate school-based English Language curriculum) is provided with a NET.

No.	Name of Project	Details
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools (ENET Scheme)	NETs work with local English teachers to enrich the English language learning environment in schools and to enhance the learning and teaching of English with linguistically and culturally authentic materials and resources. In general, an eligible public sector secondary school (including special schools (secondary section) offering the mainstream curriculum and schools for children with intellectual disabilities (secondary section) offering an appropriate school-based English Language curriculum) is provided with a NET.
*3.	English Alliance	To provide primary and secondary school students with pleasurable experiences in learning English for developing their interest in and appreciation of English and boosting their confidence in using the language through a series of educational, creative, interesting and interactive English programmes.
*4.	Sponsorship Project	To engage community partners to organise language-related events or competitions in the community.

* Initiatives funded by the Language Fund

** The initiative is funded out of Head 173 Student Financial Assistance Agency

Ongoing evaluations of the support measures are conducted through various means, including curriculum development visits to and lesson observation in participating schools, questionnaire surveys and/or focus group interviews with participants, quality assurance meetings with service providers, and self-evaluations and submission of progress and final reports by grantees. Expenses arising from the evaluations are covered by the recurrent expenditure or the approved expenditure for initiatives funded by the Language Fund. The Education Bureau will continue providing resources for schools to train local teachers and support schools in promoting English Language education, so as to raise students' English standard and proficiency and enhance their international competitiveness.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2384)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In respect of using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), please advise this Committee of the following:

(1) The number of aided primary and secondary schools adopting PMIC, and their respective percentage in the total number of aided primary and secondary schools in the territory in the past 3 years.

(2) The number of non-Chinese speaking (NCS) students in the schools adopting PMIC in the past 3 years disaggregated by home language.

(3) The measures that will be taken to support NCS students in the schools adopting PMIC for the 2019/20 school year and the expenditure involved.

(4) Some academics and members of the education sector have pointed out that PMIC is not very effective in enhancing students' competence in Chinese. Will the Bureau conduct a comprehensive review of the current implementation of PMIC policy? If yes, what are the details? If not, what are the reasons?

Asked by: Hon MO Claudia (LegCo internal reference no.: 49)

Reply:

(1) to (2) In respect of using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), primary and secondary schools may decide with regard to their own circumstances. As the number of schools adopting

PMIC varies every year, we have not kept track of such information, and do not have a breakdown of the number of students (including non-Chinese speaking (NCS) and ethnic minority students) by the medium of instruction (MOI) for teaching the Chinese Language subject.

(3) Schools may draw on the additional resources provided by the Education Bureau to help NCS students learn Chinese Language, and there is no provision earmarked for NCS students' learning of Chinese Language in Putonghua.

(4) Adopting PMIC is a decision driven by school-based language policy. Schools can choose a suitable MOI for teaching the Chinese Language curriculum based on their professional considerations. Schools may decide whether or not to adopt PMIC at certain levels/in specific classes having regard to their own circumstances, such as readiness of teachers, standards of students, language environment of the school, curriculum planning, and availability of learning and teaching support. Since the effectiveness of PMIC is affected by many variables (including teachers' capability of using Putonghua, the language environment of schools and the social circles of students), it would be difficult for us to draw a simple conclusion as to whether PMIC can or cannot enhance the effectiveness of learning.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1782)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the promotion of harnessing information technology in schools to enhance pedagogical effectiveness, would the Administration please provide the following information:

(1) The number of primary and secondary schools that are currently implementing the "Bring Your Own Device" (BYOD) policy, and the respective percentage that these schools represent in the total number of public sector primary and secondary schools. Please tabulate this information under the following categories:

	Number of schools implementing the BYOD policy	Percentage share in the total number of schools
Government, aided (including special), caput and Direct Subsidy Scheme (DSS) secondary schools		
Government, aided (including special), caput and DSS primary schools		

(2) Has any estimation been made on the number of schools that will implement the BYOD policy for the first time in the coming year? Please provide the information by school type and give the percentage share of these schools in the total number of public sector primary and secondary schools;

(3) Please give an elaborate account of how the Government promotes the implementation of the BYOD policy in schools and advise whether schools have been requested to submit an implementation timetable. If no, what are the reasons?

(4) For primary and secondary schools that have implemented the BYOD policy, what are their students' average cost of purchasing mobile computer devices and average cost of engaging in e-learning in schools (purchase of devices, hardware, software, etc.). Please provide the information separately for primary and secondary schools.

	Students' average cost of purchasing mobile computer devices	Students' average cost of engaging in e-learning in schools (purchase of devices, hardware, software, etc.)
Government, aided (including special), caput and DSS secondary schools implementing the BYOD policy		
Government, aided (including special), caput and DSS primary schools implementing the BYOD policy		

(5) In the past 3 years, did the Education Bureau (EDB) and schools receive any complaints from parents and students that the cost of e-learning was too high while the subsidy available was not adequate? If yes, please provide the number of complaint cases and give an account of the follow-up actions taken;

(6) Does the EDB have any plan to urge the administration of the Community Care Fund to review the current provision of a subsidy of $4,500 for underprivileged primary and secondary students to purchase mobile computer devices? If yes, what are the details? If no, what are the reasons?

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 42)

Reply:

(1) The Education Bureau (EDB) launched the Fourth Strategy on Information Technology in Education (ITE4) in the 2015/16 school year. One of the key measures is to establish WiFi campus by phases for all public sector schools in the territory to facilitate e-learning through the use of mobile computer devices in class. Some schools have started to adopt the "Bring Your Own Device" (BYOD) policy to further exploit the advantages of using mobile computer devices in learning. Meanwhile, we have also conducted questionnaire surveys on information technology in education before the close of each school year to understand the implementation of e-learning in schools. The survey targets mainly the public sector schools that have already established WiFi campus. In the questionnaire survey conducted for the 2017/18 school year, about 74% of schools

responded. Among the respondents, about 26% of secondary schools, 22% of primary schools and 18% of special schools have already implemented the BYOD policy or are formulating related measures. As the total number of schools implementing the BYOD policy is not available, we are unable to provide the figures on the percentage of these schools against the total number of public sector primary and secondary schools.

(2) Since the questionnaire survey for the 2018/19 school year will not be conducted until mid-2019, figures on schools implementing the BYOD policy in the 2018/19 school year are not yet available.

(3) e-Learning is an open and flexible learning mode, under which learning goals can be attained by electronic means. It is at the discretion of schools, in light of their contexts and development needs, to determine their own pace and mode for implementing e-learning (including the decisions on whether and when to adopt a school-based BYOD policy). The EDB will continue to provide necessary professional and technical advice (on enhancing students' information literacy, promoting parent education and governing students' use of mobile computer devices in schools by a set of codes, etc.) to support schools. Also, through arranging training courses, school-based on-site support and experience-sharing sessions with schools, we will enhance schools' knowledge about procurement and management of mobile computer devices. That said, the EDB has never made it a mandatory requirement for schools to impose the BYOD policy on students' learning, and hence we have not required schools to submit any implementation timetable.

(4) When implementing the BYOD policy, schools, under the principle of school-based management, would determine the device specifications and software required according to their pedagogical design and their use of e-learning tools and resources. Schools are not required to report to the EDB in this regard, and hence statistics on the relevant cost are not available.

(5) The EDB received a complaint from a parent about the high cost of participating in e-learning in school during the school years between 2015/16 and 2017/18. The investigation into this complaint has been completed and the allegation was found unsubstantiated. As to whether schools have received similar complaints, we do not have the relevant statistics.

(6) The Community Care Fund launched a three-year assistance programme in the 2018/19 school year to provide subsidy for needy primary and secondary students to purchase mobile computer devices. The maximum level of subsidy will be adjusted annually according to the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1783)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the reform of the Information and Communication Technology (ICT) curriculum for the senior secondary level, please advise this Committee of the following:

1. the results of the consultation with schools and educational bodies conducted by the Education Bureau (EDB) last year on the implementation of changes to the New Senior Secondary ICT curriculum in the 2021/22 school year;

2. whether the EDB has, in view of the constant evolvements in ICT, set a timetable for timely updating the curriculum content? If yes, what are the details? If no, what are the reasons;

3. the relevant teacher training plans to address curriculum changes and the expenditure involved;

4. items already implemented and those to be implemented to take forward the recommendations of the Report on Promotion of STEM Education – Unleashing Potential in Innovation released in 2016 (please list by type) and their implementation timetable; and

5. the number of students studying ICT at the senior secondary level and the number of candidates sitting the ICT subject in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past few years:

	2014-15	2015-16	2016-17	2017-18	2018-19
No. of students taking ICT at the senior secondary level					
No. of candidates sitting the ICT subject in the HKDSE Examination					

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 43)

Reply:

1. The Education Bureau (EDB) plans to revise the senior secondary Information and Technology (ICT) curriculum. Proposed changes include increasing learning content on programming and reducing the content on the use of office automation software. In 2018, the EDB consulted various stakeholders, including public sector and Direct Subsidy Scheme (DSS) secondary schools offering the subject, relevant professional bodies and university academics, on the proposed revision and received generally supportive feedback.

2. The EDB renews school curricula on an ongoing basis to enable students to cope with local and global changes while meeting schools' development needs. The senior secondary ICT curriculum is now under review and the EDB will timely revise the curriculum content in accordance with the prevailing mechanism.

3. Taking into consideration the needs of curriculum development and teachers, the EDB has been organising teacher professional development programmes on topics such as curriculum management, the use of learning and teaching (L&T) resources and coding. These programmes keep teachers abreast of the development of the ICT subject, as well as the required pedagogical knowledge and skills. As the expenditure involved in organising teacher professional development programmes is subsumed under the overall expenditure of the EDB, a separate breakdown is not available.

4. The EDB released the Report on "Promotion of STEM Education – Unleashing Potential in Innovation" in 2016. The recommended measures set out in the Report have been implemented progressively. In the 2017/18 school year, the EDB renewed the curricula of Science, Technology and Mathematics Education Key Learning Areas, and published the "Computational Thinking – Coding Education: Supplement to the Primary Curriculum". The EDB has all along been organising professional development programmes for teachers and developing L&T resources for schools deployment. Starting from the 2017/18 school year, we have been conducting the Intensive Training Programme (ITP) on STEM Education in 5 batches for curriculum leaders of all public sector and DSS primary and secondary schools to further enhance their professional capacity in holistic curriculum planning and leading the teaching force. At the same time, the EDB has been organising professional training programmes for teachers on coding education and on themes related to technology application to support schools in promoting STEM education. By late February 2019, the first 3 batches of the ITP on STEM Education as well as the training courses on coding education have been completed. The fourth batch of the training programmes will commence in the second term of the 2018/19 school year. In October 2017, the STEM Education Centre was set up at the Arts and Technology Education Centre in Lok Fu. The Centre continuously provides STEM education related learning activities and training programmes as well as other support services for students and teachers. The EDB has been strengthening various professional exchange platforms and establishing STEM-related learning communities among schools. For example, the Quality Education Fund Thematic Networks have been established to facilitate the sharing

of good practices and promote professional exchange among teachers. Regarding student activities, the EDB has organised a number of large-scale STEM-related events and competitions in collaboration with tertiary institutions, other government departments and professional bodies. The Smart City Project Programme, for example, was held in the 2017/18 school year and again this year to create an atmosphere for learning science and technology and provide opportunities for students to unleash their potential. The EDB will continue to collaborate with different bodies and organisations to deliver more quality, large-scale activities to enrich students' learning experiences. We will continue to review the implementation of STEM education through various channels and step up the promotion of STEM education by enhancing the above support measures.

5. The number of students taking ICT at the senior secondary level and the number of candidates sitting the ICT subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the past few years are set out below:

School Year (Note 1)	2014/15	2015/16	2016/17	2017/18
Number of students taking ICT at the senior secondary level (Note 2)	21 640	20 620	20 030	19 640
Number of candidates sitting the ICT subject in the HKDSE Examination (Notes 2 & 3)	6 320	6 000	5 660	5 710

Note 1: The figures for the 2018/19 school year are unavailable as they are still being compiled.
Note 2: Numbers are rounded to the nearest 10
Note 3: Annual registration statistics of the HKDSE for the respective years released by the Hong Kong Examinations and Assessment Authority.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0933)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 32 under Programme (6) on national education that the Education Bureau (EDB) 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. Would the Government advise this Committee of the details of the Mainland exchange programmes for students and professional exchange programmes for teachers, and of the respective numbers of primary and secondary schools that took part in the Mainland exchange programmes in each of the past 3 years?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 30)

Reply:

To dovetail with the school curriculum and the latest development of our country, the Education Bureau (EDB) organises Mainland exchange programmes for students, or subsidises those organised by schools. With diversified themes and destinations, these programmes enable participants to gain first-hand experience of our country's development in aspects of history, culture, economy, education, science and technology, etc. from multiple perspectives. Teachers participate in these programmes as learning facilitators on a ratio of 1 teacher to 10 students. Besides, the EDB also provides various professional Mainland exchange programmes for teachers to widen their horizons and deepen their understanding of the Mainland's development in different aspects for enhancing their professional competence. Professional exchange programmes mainly include school visits, cultural visits, seminars, lesson observations, professional exchanges, etc. In the 2019/20 school year, the estimated provision for Mainland exchange programmes for students and professional exchange programmes for teachers will be $115 million and $13.2 million respectively.

Currently there are plenty of channels for schools to participate in Mainland exchange programmes. The EDB does not collect details of individual schools that join or do not join Mainland exchange programmes but only the number of participating schools for each trip.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2211)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government provides a non-recurrent grant of $50,000 per school year in the 2018 and 2019 school years for each of the public sector and Direct Subsidy Scheme secondary schools which admit non-Chinese speaking (NCS) students for supporting NCS students to use Chinese in learning Chinese History as an independent compulsory subject in junior secondary level. In this connection, please advise this Committee of the following:

What are the number of schools in receipt of the grant and the number of NCS students involved?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 50)

Reply:

The grant for supporting non-Chinese speaking (NCS) junior secondary students in using Chinese to learn Chinese History has not yet been disbursed. The funding proposal has been included in the Estimates for consideration by the Legislative Council in the context of the Appropriation Bill 2019. Upon passage of the Appropriation Bill by the Legislative Council, the Education Bureau will in the 2018/19 and 2019/20 school years disburse, on a school basis, funding to public sector secondary schools with NCS students studying at junior secondary level, including government, aided (including special schools), caput and Direct Subsidy Scheme secondary schools, for supporting NCS students to use Chinese in learning Chinese history as an independent compulsory subject in junior secondary level. It is estimated that about 260 secondary schools will be provided with the grant and the number of NCS students involved will be around 5 100 each year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2215)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated in the Estimates, "(the VTC) will continue the industry attachment programme for students, with funding support from the Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work."

1. What was the total amount of Government funding for the programme last year? What was the total number of students participating in the attachment programme (by industry)?

2. What is the provision earmarked for the programme this year? What is the estimated number of students participating in the programme?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 32)

Reply:

With the Government's one-off funding support of $43 million in 2012-13, the Vocational Training Council (VTC) launched a 2-year pilot programme to support industrial attachments for students pursuing subvented Higher Diploma programmes in the 2012/13 and 2013/14 academic years. The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employability. Given the effectiveness of the programme, recurrent funding of about $18 million has been allocated to the VTC annually starting from the 2014/15 academic year to provide industrial attachment opportunities mainly for students pursuing subvented Higher Diploma programmes and certain Diploma of Vocational Education programmes. About 9 000 students in the VTC benefit every year and the same applies to the 2019/20 academic year. Breakdown of number of students by sector of the companies/organisations is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2216)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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

1. Please tabulate figures on the daily use of various land-based boundary control points by cross-boundary students and school coaches in the past 3 years.

Control point	School year	Number of cross-boundary students	Number of cross-boundary school coaches
	2018/19		
	2017/18		
	2016/17		
	2018/19		
	2017/18		
	2016/17		

2. Since the number of cross-boundary students using control points every day has been on the rise in recent years, what measures are being carried out or will be carried out by the Government to upgrade or improve the related facilities? What are the respective expenditures involved?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 33)

Reply:

1. The number of cross-boundary students (CBS) and local/cross-boundary school coaches using various land-based boundary control points from the 2016/17 to 2018/19 school years is provided in the following table:

Control Point (CP)	School Year	Number of CBS	Number of Local/Cross-boundary School Coaches Carrying CBS
Shenzhen Bay Control Point (SZB CP)	2018/19	6 757	71
	2017/18	7 098	103
	2016/17	7 783	124
Lok Ma Chau Control Point (LMC CP)	2018/19	1 774	33
	2017/18	2 216	39
	2016/17	1 665	37
Man Kam To Control Point (MKT CP)	2018/19	2 472	42
	2017/18	2 457	42
	2016/17	2 338	42
Sha Tau Kok Control Point (STK CP)	2018/19	1 161	18
	2017/18	1 229	18
	2016/17	1 304	16
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2018/19	9 193	46
	2017/18	8 854	47
	2016/17	9 693	47
Lo Wu Control Point (LW CP)	2018/19	6 429	34
	2017/18	6 055	35
	2016/17	5 876	36

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) 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, Tung Chung and Wong Tai Sin districts.

(3) The Hong Kong-Zhuhai-Macao Bridge (HZMB) was not yet open to traffic when the survey of the 2018/19 school year was conducted, and hence these figures do not include the number of CBS and cross-boundary school coaches using the HZMB Hong Kong Port.

(4) 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. The Government has put in place various facilitating measures to enhance transportation and clearance services for CBS using the above land-based boundary control points. These measures include facilitating local school buses to gain access to Lo Wu Station Road and the LMCSL CP to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the HZMB Hong Kong Port, and LMC, MKT, STK and SZB CPs; implementing the simplified clearance services at the LMCSL, LW and SZB CPs; and providing on-board clearance services at the HZMB Hong Kong Port, and MKT, STK and LMC CPs.

The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary support measures to cater for their needs and ensure their safety.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3232)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2019/20 school year, the Education Bureau will provide public sector and Direct Subsidy Scheme primary schools with additional resources to strengthen the administrative support for schools and their management committees with a view to strengthening school-based management and reducing the administrative work of teachers and principals, enabling them to focus more on teaching and taking care of students' development. What are the specific measures?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 37)

Reply:

Starting from the 2019/20 school year, the Government will provide all public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) with additional resources to strengthen the administrative support for schools and their management committees. The Education Bureau (EDB) will implement the "One Executive Officer for Each School" policy in public sector schools and DSS schools starting from the 2019/20 school year. These schools will be provided with resources to hire additional administrative manpower. We expect that the increased administrative manpower will help reduce the administrative work of teachers and principals so that they could focus more on teaching and taking care of students' development, enabling schools to review their school-based administrative arrangements and requirements, streamline procedures, and strengthen school administrative support and efficacy, thereby enhancing the quality of school management. Schools are required to recruit at least one full-time School Executive Officer (School ExO) with a local bachelor's degree (or equivalent), regardless of whether they choose to create a regular School ExO post or receive the School Executive Officer Grant (SEOG). Schools receiving the SEOG may procure school administration-related service from service provider(s) which should include the provision of at least one full-time school-stationed School ExO with a recognised degree.

Besides, the EDB will provide recurrent subvention for the above schools to support the operation of their management committees, such as organising meetings and election of school managers, and strengthening training for school managers/members of management committees. In the 2019/20 school year, the subsidy for each public sector primary school will be $50,000 per year. Relevant details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0224)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Under Programme (7), the provision for 2019-20 is $510.1 million lower than the revised estimate for 2018-19, and the increased provision for various subsidy schemes partly offsets the decrease. Please provide details of the subsidy schemes with increased provision that offsets the decrease in provision under Programme (7).

2. Given Hong Kong's position in the Greater Bay Area, has the Vocational Training Council (VTC) offered additional programmes on information technology through enhanced resources? If yes, what are the resources and programmes involved? If no, what are the reasons?

3. The number of VTC's full-time student places in the 2018/19 academic year is 38 400, a significant drop of 6 605 as compared to 45 005 in the 2017/18 academic year. What are the reasons? Please list the programmes with a decrease in student places and the number of places reduced.

4. The number of VTC's part-time student places in the 2018/19 academic year is 22 000, a significant increase of 3 650 as compared to 18 350 in the 2017/18 academic year. What are the reasons? Please list the programmes with an increase in student places and the number of places increased.

Asked by: Hon POON Siu-ping (LegCo internal reference no.: 19)

Reply:

1. Provision for post-secondary, vocational and professional education includes government funding for the Vocational Training Council (VTC) and other financial commitments in support of post-secondary, vocational and professional education (e.g. implementation of the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), the Hong Kong Scholarship for Excellence Scheme and the Mainland University Study Subsidy Scheme), but excludes subsidy for universities funded by the University Grants Committee. In 2019/20, the Government will continue to inject resources into post-secondary, vocational and professional education through recurrent expenditure, as well as strengthen the relevant support measures, such as expanding the coverage of SSSDP to designated full-time locally accredited self-financing sub-degree programmes in selected disciplines, and supporting the VTC's regularisation of the Pilot Training and Support Scheme.

   The decrease of $510.1 million (-10.3%) in the provision for 2019-20 as compared with the revised estimate for 2018-19 is mainly attributed to a reduced cash flow requirement for non-recurrent expenditure items following the Government's complete injection of $800 million into the HKSAR Government Scholarship Fund in 2018-19.

2. The VTC has strived to provide a variety of vocational training programmes to meet the local demand for manpower. The Hong Kong Institute of Vocational Education offers a number of 2-year full-time higher diploma programmes in the discipline of information technology, covering the two broad areas of information and communications technology, and multimedia and entertainment technology. In response to the development of the Greater Bay Area and market needs, the VTC will regularly review, refine and update its programmes. In the 2019/20 academic year, the VTC plans to launch a brand new programme of Higher Diploma in Smart Technologies and Cyberspace Applications, which seeks to provide training on smart city enabling technologies and cyber security. Covering Internet of things (IoT), cyber security operations, artificial intelligence, big data analytics and cloud services, the programme enables students to grasp the relevant technologies through practicum and project-based learning.

   Furthermore, to promote and support STEM education, the VTC formally inaugurated the VTC STEM Education Centres in May 2017. Teaching and learning in STEM disciplines is enhanced through studies on application of technologies and with the assistance of sophisticated teaching equipment. Up to 2018-19 financial year, the Government has allocated around $21.50 million in total to support the establishment of VTC STEM Education Centres and the procurement of teaching equipment.

3. In view of the decrease in overall student population in Hong Kong, the VTC adjusts its estimate on the number of student places in each academic year, the estimate is generally more prudent. The actual enrolment may turn out to be greater because of an expectedly high intake of new and senior year students. For the 2018/19 academic year, actual enrolment as at January 2019 is around 43 000, a slight decrease of 5% from the actual enrolment of 45 005 in the 2017/18 academic year. The reduction was mainly registered in Higher Diploma programmes (around 1 680 students) and Diploma of Foundation Studies/Diploma of Vocational Education programmes (around 330 students).

4. In response to the community's demand, the VTC promotes continuing education among working adults to elevate their academic and skill levels and hence enhance their employability. In the 2018/19 academic year, the VTC has increased the estimated number of places for several part-time programmes. Increased places are mainly provided for Degree/Top-up Degree/Professional Diploma/Professional Certificate (around 490 places), Higher Diploma/Diploma of Foundation Studies/Diploma of Vocational Education/ Diploma (around 720 places) programmes and the newly offered Vocational English Course for Secondary Students (around 2 440 places).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1470)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from 2019/20 school year, the Education Bureau will provide five-tiered subsidies for kindergartens joining the new kindergarten education scheme based on the number of non-Chinese speaking (NCS) students admitted. In this regard, may the Administration inform this Committee:

1. Of the number of NCS students that are admitted by participating kindergartens in each of the past 5 years;

2. Of the number of participating kindergartens, broken down by districts, that has admitted NCS students in each of the past 5 years;

3. Of the details and the estimated amount of subsidies to be provided for each tier for this year.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 48)

Reply:

(1) and (2)
The kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. In the past 5 years, i.e. for KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2014/15 to 2016/17 school years and under the Scheme from the 2017/18 to 2018/19 school years, the number of non-Chinese speaking (NCS) students admitted is tabulated at Appendix 1; and the number of KGs which admitted NCS students by district is tabulated at Appendix 2.

(3)
At present, for KGs joining the Scheme, those admitting 8 or more NCS students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. Starting from the 2019/20 school year, a 5-tiered subsidy will be provided for KGs joining the Scheme according to the number of NCS students admitted. KGs admitting 1 NCS student will also receive the subsidy and the subsidy for the highest tier will be a double of the current level. Details are as follows:

Tier	Number of NCS students	Subsidy amount
1	1 to 4	New cash grant of $50,000 per year
2	5 to 7	New subsidy at a rate of 0.5 KG teacher
3	8 to 15	Subsidy at a rate of 1 KG teacher (i.e. the current arrangement)
4	16 to 30	Increased subsidy at a rate of 1.5 KG teachers
5	31 or more	Increased subsidy at a rate of 2 KG teachers

The total estimated amount of subsidy for the 2019/20 school year is around $102 million.

Number of NCS students admitted in KGs under the PEVS from the 2014/15 to 2016/17 school years and under the Scheme from the 2017/18 to 2018/19 school years

School Year	Number of NCS students
2014/15	4 957
2015/16	4 918
2016/17	5 165
2017/18	5 274
2018/19	5 313

Note: (1) Figures refer to the position as at September of the respective school years.
(2) Figures include K1, K2 and K3 students in kindergarten-cum-child care centres.
(3) Figures include those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

Number of KGs under the PEVS from the 2014/15 to 2016/17 school years and under the Scheme from the 2017/18 to 2018/19 school years which admitted NCS students by district

District	2014/15	2015/16	2016/17	2017/18	2018/19
Central & Western	17	18	16	17	17
Wan Chai	10	10	10	12	9
Eastern	32	32	36	36	33
Southern	7	8	12	11	14
Yau Tsim Mong	17	15	15	13	18
Sham Shui Po	24	23	25	24	26
Kowloon City	24	21	21	19	24
Wong Tai Sin	18	21	21	23	23
Kwun Tong	32	32	30	29	29
Sai Kung	25	23	23	24	23
Sha Tin	26	24	26	25	31
Tai Po	15	13	11	9	12
North	4	7	13	12	12
Yuen Long	38	35	39	36	37
Tuen Mun	29	29	30	28	31
Tsuen Wan	9	9	14	17	13
Kwai Tsing	34	38	34	36	37
Islands	19	18	18	20	20
Total	380	376	394	391	409

Note: (1) Figures refer to the position as at September of the respective school years.
(2) Figures include K1, K2 and K3 students in kindergarten-cum-child care centres.
(3) Figures include those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3191)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

There are programmes offered by tertiary institutions in Hong Kong (e.g. Diploma in Early Childhood Education (Supporting Learning and Teaching for NCS Children) by the Education University of Hong Kong, MA in Chinese Language and Literature (with a specialism in Chinese Language Teaching for Teachers of NCS Students) by the Hong Kong Polytechnic University, and Certificate in Teaching NCS Children by the Hong Kong Institute of Vocational Education of the Vocational Training Council, etc).

The Education Bureau has launched a Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language), funded under the Language Fund, since the 2014/15 school year. In this connection, will the government inform this Council of:

(a) The number of kindergarten teachers who are receiving or have completed post-secondary training in teaching NCS students or Chinese as a second language and their percentage share among all kindergarten teachers in Hong Kong from 2014/15 school year with information as below:

Year	Name of institution	Program name	Tuition fee of program	No. of teachers enrolled	No. of teachers completed programme	% share
14/15						
15/16						
16/17						
17/18						
18/19						

(b) The number of kindergartens with teachers who are receiving or have completed post-secondary training in teaching NCS students and their percentage share among all kindergartens in Hong Kong in 2017/18 and 2018/19 school year;

(c) The number of primary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary school teachers in Hong Kong from 2014/15 to 2018/19 school years;

(d) The number of primary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary schools in Hong Kong from 2014/15 to 2018/19 school years;

(e) The number of secondary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary school teachers in Hong Kong from 2014/15 to 2018/19 school years;

(f) The number of secondary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary schools in Hong Kong from 2014/15 to 2018/19 school years;

(g) The programmes that were/are recognised by the Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language) from 2014/15 to 2018/19 school years;

(h) The respective number of kindergarten, primary school and secondary school teachers subsidized by the Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language) and corresponding amount granted from 2014/15 to 2018/19 school years;

(i) Whether the Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language) will be extended to kindergarten teachers, and if so, when.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 49)

Reply:

The Government has implemented the new kindergarten (KG) education policy starting from the 2017/18 school year. Under the new policy, we provide enhanced support for non-Chinese speaking (NCS) children and set specific targets for teacher training, i.e. each KG joining the KG education scheme (Scheme-KG) and having admitted 8 or more NCS students should have at least 1 teacher having attended the basic course as recognised by the Education Bureau (EDB) by the 2018/19 school year; and this will be extended to all Scheme-KGs having admitted NCS students (regardless of the number) by the 2020/21 school year. In this connection, we have commissioned the University of Hong Kong to provide specified basic training programmes for KG teachers in the 2017/18 and 2018/19 school years. A total of 135 and 130 teachers have attended such programmes respectively

in the 2017/18 and 2018/19 school years. It is expected that all the 150 or so KGs with 8 or more NCS students will have at least 1 teacher attended an EDB-recognised basic training programme by the 2018/19 school year. Apart from the training provided by EDB, relevant training programmes are also offered by tertiary institutions. We have not collected relevant information from these institutions.

To encourage Chinese language teachers serving in primary and secondary schools to enroll in programmes with a view to enhancing the knowledge and skills necessary for teaching NCS students Chinese, the EDB started piloting the Language Fund-supported "Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language)" (the Scheme) in the 2014/15 school year. Programmes recognised under the Scheme are part-time Postgraduate Certificate, Postgraduate Diploma and/or Master's Degree programmes that focus on enhancing teachers' ability in teaching NCS students Chinese and helping teachers cope with the challenges of teaching NCS students. The recognised programmes offered in the school years from 2014/15 to 2018/19 are listed in the table below:

Item	School year	Institution	Programme
1	2014/15 - 2016/17	The University of Hong Kong	MEd (Teaching Chinese to NCS Students) (Part-time)
2	2014/15 - 2018/19	The Hong Kong Polytechnic University	MA in Teaching Chinese as a Foreign Language (with a specialism in Teaching Chinese as a Second Language in Hong Kong Schools) (Part-time)
3			PgD in Teaching Chinese as a Foreign Language (with a specialism in Teaching Chinese as a Second Language in Hong Kong Schools) (Part-time)
4			MA in Chinese Language and Literature (with a specialism in Chinese Language Teaching for Teachers of NCS Students) (Part-time)

In the school years from 2014/15 to 2018/19, provision is reserved/arrangement has been made for disbursement of grant to 35 and 40 Chinese language teachers serving in primary and secondary schools under the Scheme. The disbursement consists of a basic grant and an extra grant. On completion of a programme recognised under the Scheme, each teacher may be reimbursed 30% of the programme fee as a basic grant of up to $30,000 (2014/15 to 2016/17 school years) or $34,000 (2017/18 and 2018/19 school years). To encourage more serving teachers who teach NCS students Chinese to apply for the grant, and continue to serve in schools offering the local curriculum on completion of the recognised programmes, an extra grant of another 30% of the programme fee or up to $30,000 will be provided for teachers who continue to teach NCS students Chinese in schools offering the local curriculum for 3 years within the 5 years upon completion of the programme. We

will conclude the experience after piloting and study whether to extend the programme to KG teachers.

Apart from the above training, the EDB will continue to organise diversified and enrichment programmes for the professional development of teachers who teach NCS students Chinese. These programmes will cover, among others, topics like curriculum planning and the "Chinese Language Curriculum Second Language Learning Framework" (Learning Framework), assessment for learning, and second language learning and teaching strategies to facilitate schools' implementation of the Learning Framework. As at February 2019, 372 primary schools and 300 secondary schools have arranged for their teachers' participation in seminars and workshops organised by the Curriculum Development Institute of the EDB (a total of about 4 000 attendances). In addition, the EDB helps schools that have admitted NCS students establish professional learning communities to promote exchange, strengthen teachers' professional ability, enhance NCS students' effectiveness in learning Chinese and enable their smooth transition to subsequent stages of learning.

Furthermore, relevant programmes are offered by local tertiary institutions. Examples include the Diploma in Early Childhood Education (Supporting Learning and Teaching for NCS Children) programme offered by the Education University of Hong Kong, the MA in Chinese Language and Literature (with a specialism in Chinese Language Teaching for Teachers of NCS Students) programme offered by the Hong Kong Polytechnic University, and the Professional Certificate in Teaching NCS Children programme offered by the Hong Kong Institute of Vocational Education, Vocational Training Council. We have not collected information on teachers' enrolment in these programmes.

Schools assign suitable teachers to teach Chinese in light of their own context. The number of teachers teaching NCS students Chinese may vary among schools. Even within the same school, the number of teachers assigned with this task may be different every year. Without accurate mapping, we are unable to provide the percentage of teachers having received special training among teachers teaching NCS students Chinese each year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3248)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has set up a dedicated team in the Bureau to step up the monitoring of the enhanced funding support for schools to support non-Chinese speaking students' learning. The team also examines the annual plans of the schools concerned on the use of the funding and verifies them against their annual school reports. Also, the Education Bureau has finalized the research framework to evaluate the effectiveness of various support measures for non-Chinese speaking students. In this connection, will the government inform this Council of:

(a) The membership of the dedicated team, as well as the positions and ranks of the members if they are government officials;
(b) The indicators set under the research framework to evaluate the effectiveness of the support measures for non-Chinese speaking students and the relative weights of these indicators;
(c) The timeline of evaluation and whether results from the review will be made publicly available;
(d) Budget spent on conducting the review with itemized expenditure (e.g. school visits, focus group, questionnaire, etc.);
(e) Whether there is periodic review of the impact of the support measures including the "Chinese Language Curriculum Second Language Learning Framework";
(f) How the Education Bureau engages researchers and teachers to make the review more evidence-based;
(g) What kinds of information will the Bureau make public from the review process to be accountable to the public; and
(h) How will the Bureau engage stakeholders such as civil society organizations and ethnic minorities in the review process?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 50)

Reply:

(a)
Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools, which was drawn up in consultation with teachers and language experts, and the creation of an inclusive learning environment in schools. All public sector schools and Direct Subsidy Scheme schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. A dedicated team, comprising Education Officers (Administration) of different ranks, has been set up in the EDB to ensure schools' proper use of the additional funding. Specifically, the team will examine the annual plans of the schools concerned on the use of the funding and verify them against their annual school reports. To monitor use of the funding, which is purpose-specific for supporting NCS students' learning of Chinese language, the team will also conduct supervisory visits to the schools. Besides, feedback will be collected from major stakeholders (including principals, co-ordinators of education support measures for NCS students, Chinese Language teachers teaching NCS students, parents of NCS students, NCS students and non-governmental organisations where appropriate) of the schools concerned through questionnaires, interviews, etc.

(b)-(h)
The EDB reviews and evaluates the effectiveness of various support measures for NCS students on an ongoing basis, and refines the measures as necessary. The EDB has established a research framework in light of the advice of experts, collected quantitative and qualitative information (including NCS students' performance in the Territory-wide System Assessment (TSA) and findings of the questionnaire surveys on TSA), as well as evaluation data on the effectiveness of school-based professional support services through questionnaire surveys and focus group interviews, so as to review the relevant support measures. We will look into the learning objectives, curriculum planning, instructional materials and teaching strategies adopted by the schools, language proficiency and learning motivation of NCS students and other contributing factors for effective learning. Yet, the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, learning attitude of students). On 26 June 2017, the EDB reported to the Panel on Education the implementation progress of these support measures, including data collection and relevant work under the research framework and the overall deployment of additional funding by schools. The EDB will update the Legislative Council on the progress of the support measures in a timely manner.

The "Learning Framework" serves as a curriculum document. The EDB has consulted teachers and language experts on the formulation of the "Learning Framework", and solicited teachers' views on this curriculum document through school visits and focus group interviews, so as to introduce refinements that could make the descriptions of learning

outcomes under the "Learning Framework" more precise and concrete. The revised "Learning Framework" was uploaded onto the "Chinese Language Curriculum Second Language Learning Framework Dedicated Homepage" in January 2019 for teachers' reference and use. In parallel, the relevant assessment tools and teaching resources have been updated accordingly.

The EDB will continue to collect information to evaluate the effectiveness of its support measures and make refinements as necessary. As the relevant work is subsumed under the overall expenditure of EDB, a breakdown of the expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0336)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As mentioned in Volume I of the Estimates (page 379), the Government will provide the Hong Kong Examinations and Assessment Authority (HKEAA) with a tide-over non-recurrent grant to enable it to sustain the administration of the Hong Kong Diploma of Secondary Education (HKDSE) Examination for four school years from 2019 to 2022. At the same time, the HKEAA, in consultation with the Government, will work out a proposal to ensure its long-term financial sustainability. In this connection, has the Education Bureau (EDB) explored the option of subsuming the HKDSE Examination under its recurrent expenditure and paying the examination fees for school candidates sitting for the HKDSE Examination each year? If the EDB subsidises the administration of the HKDSE Examination, what will be the amount of additional recurrent provision required, as well as the estimation of additional recurrent expenditure on HKDSE examination fees for school candidates each year?

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 44)

Reply:

The Hong Kong Examinations and Assessment Authority (HKEAA) is an independent statutory body set up in accordance with the Hong Kong Examinations and Assessment Authority Ordinance (Cap. 261) (HKEAAO). The Hong Kong Diploma of Secondary Education (HKDSE) Examination fees charged according to the HKEAAO is a major source of income of the HKEAA. In 2017/18, the income related to the HKDSE Examination accounted for about 52% of the HKEAA's income, while that related to international and professional examinations as well as other local examinations contributed to the remaining share of the income. The current mode of operation and cost structure of the HKEAA cannot support the long-term operation of the HKDSE Examination, resulting in financial difficulties faced by the HKEAA. In 2017/18, the HKDSE Examination recorded a deficit of about $69.2 million, leading to an overall deficit of about $10.1 million

for the HKEAA, partly offset by the surplus derived from other income. As the candidature for HKDSE Examination is expected to stay on a declining trend in the coming years, the financial position of the HKEAA will continue to deteriorate.

The HKEAA is working out a proposal to ensure its long-term financial sustainability in consultation with the Government. A concrete plan is yet to be formulated. The proposal to support the operation of HKDSE Examination and the HKEAA with the provision of recurrent funding from the Government involves a number of important and complicated policy issues, which requires careful consideration. As a tide-over measure pending the comprehensive review, the Government will provide the HKEAA with a non-recurrent funding of no more than $360.8 million in 4 years to support its effective operation during the period.

The estimated total expenditure for paying the examination fees on behalf of the 2020 HKDSE Examination candidates is around $160 million, which includes a contingency provision.

The HKEAA and the Government envisage that the detailed study will take time to complete. Views of Members of relevant Legislative Council committees and stakeholders will be sought and carefully considered in the process to ensure that the recommended way forward can support HKEAA's effective operation in the long run.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0337)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Improvement in educational attainment is an indicator for gauging the effectiveness of the Government's efforts to facilitate upward social mobility. With a widening wealth gap, education offers a pathway for grassroots students to ascend the social ladder. In this connection, would the Government inform this Committee:

(1) whether there are any education initiatives that focus specifically on facilitating upward social mobility;

(2) of the number and ratio of first generation university students (i.e. the first in a nuclear family to receive university education) in all publicly-funded universities in the past 5 years;

(3) of the student poverty rate in each publicly-funded university in the past 5 years;

(4) of the total number of students living below the poverty line who were admitted to publicly-funded universities and self-financing post-secondary institutions over the past 5 years;

(5) of the total number of university students whose household income is above the median income over the past 5 years; and

(6) of the respective numbers of students living below and above the poverty line who have attained level 3 in English Language.

(7) Please complete the following tables:

	Household Income				
2017/18	The lowest 20%	2nd	3rd	4th	The highest 20%
Ratio of students being admitted to publicly-funded universities					

Ratio of students being admitted to overseas universities					
HKDSE English Language result					
Attaining “3322” in HKDSE					

	Household Income				
2016/17	The lowest 20%	2nd	3rd	4th	The highest 20%
Ratio of students being admitted to publicly-funded universities					
Ratio of students being admitted to overseas universities					
HKDSE English Language result					
Attaining “3322” in HKDSE					

	Household Income				
2015/16	The lowest 20%	2nd	3rd	4th	The highest 20%
Ratio of students being admitted to publicly-funded universities					
Ratio of students being admitted to overseas universities					
HKDSE					

English Language result					
Attaining "3322" in HKDSE					

	Household Income				
2014/15	The lowest 20%	2nd	3rd	4th	The highest 20%
Ratio of students being admitted to publicly-funded universities					
Ratio of students being admitted to overseas universities					
HKDSE English Language result					
Attaining "3322" in HKDSE					

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 46)

Reply:

(1)

The Government is committed to providing young people with quality and diversified study pathways with multiple entry and exit points, thus enabling them to unleash their full potential in accordance with their interests, aptitudes and abilities.

The Government provides 12-year free basic education and implements the kindergarten education scheme to provide kindergartens with direct subsidy which is, in principle, sufficient for the provision of free half-day service, and maintaining the fees for whole-day service at a low level. As for higher education, the Government subsidises over 80% of the costs required for the University Grants Committee (UGC)-funded undergraduate programmes.

To help needy students, the Government provides student assistance and subsidies in other areas (such as School Textbook Assistance, Student Travel Subsidy and Free Lunch at

Schools). As far as post-secondary students are concerned, the Government provides means-tested as well as non-means-tested student assistance. In recent years, the Government has further supported needy post-secondary students through a number of assistance programmes, under the Community Care Fund, such as providing hostel subsidy for needy undergraduate students, increasing the academic expenses grant under the Financial Assistance Scheme for Post-secondary Students, and enhancing the academic expenses grant for students with special educational needs and financial needs pursuing post-secondary programmes. The above measures ensure that no students are denied access to education because of lack of means and that there are sufficient upward mobility opportunities for students from underprivileged families.

The Education Bureau (EDB) endeavours to ensure the quality of education. On primary and secondary education, the EDB sees that the school curriculum, through continuous renewal, could keep pace with the times and focus on current and emerging development priorities, so as to prepare students for advancement in a knowledge-based, technologically-advanced and globalised world. To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the EDB has implemented the School-based After-school Learning and Support Programmes (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 students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Schemes. In the 2018/19 school year, the total funding for the Programme is about $240 million, in which about $114 million is for the School-based Grant and about $126 million for the Community-based Project Grant. The activities under the two grants are targeted at about 201 700 and 100 000 eligible students respectively.

At present, there are 21 local degree-awarding institutions in Hong Kong. In the 2018/19 academic year, around 460 first-year-first-degree programmes and 370 sub-degree programmes are offered by these institutions. Besides, students may, in light of their aspirations and abilities, opt for other programmes, such as Diploma Yi Jin programmes as well as non-local courses offered in Hong Kong. Students may also study in the Mainland or elsewhere. In the 2018/19 academic year, there are about 56 600 full-time locally-accredited post-secondary places, which include 24 500 first-year-first-degree places (covering 15 000 UGC-funded first-year-first-degree places) and 32 100 sub-degree places. Through the parallel development of the publicly-funded and self-financing sectors, about 50% of young people in the relevant age cohorts had access to degree-level education in the 2018/19 academic year. If sub-degree places are taken into account, over 70% of young people have access to post-secondary education.

In recent years, the Government has rolled out a series of measures to further increase subsidised higher education opportunities, in a bid to provide secondary school leavers with broader and more diversified articulation pathways. For example, the number of UGC-funded senior year undergraduate places has been progressively increased, and starting from the 2018/19 academic year, 5 000 meritorious sub-degree graduates are able to articulate to subsidised degree programmes each year. Meanwhile, under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), students are provided with subsidy to pursue self-financing undergraduate programmes in selected disciplines to meet

Hong Kong's manpower needs. Launched in the 2015/16 academic year, the SSSDP is regularised from the 2018/19 academic year to provide about 3 000 subsidised undergraduate places per cohort. The scope of the SSSDP will be expanded in the 2019/20 academic year to offer about 2 000 subsidised sub-degree places per cohort. Starting from the 2017/18 academic year, a non-means-tested annual subsidy of about $30,000 is provided for eligible students pursuing full-time locally accredited local and non-local self-financing first-year-first-degree and top-up degree programmes offered by eligible institutions in Hong Kong.

Apart from various local post-secondary education programmes, students may also pursue further studies in the Mainland or elsewhere. Under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) in 2018, there were 102 Mainland higher education institutions that considered the admission of Hong Kong students based on their Hong Kong Diploma of Secondary Education Examination results and exempted them from the Mainland's Joint Entrance Examination. In 2019, the number of Mainland higher education institutions participating in the Admission Scheme will increase to 112. The EDB has also launched the Mainland University Study Subsidy Scheme to subsidise Hong Kong students to pursue undergraduate studies in designated Mainland institutions. To nurture top talent in various fields to support the development of Hong Kong, the Hong Kong Scholarship for Excellence Scheme has been implemented to subsidise up to 100 outstanding students per cohort to pursue studies in world-renowned universities outside Hong Kong. Means-tested bursaries are made available under the above two schemes to support needy students as appropriate.

The Government injected $3 billion into the Research Endowment Fund to provide, from the 2018/19 academic year, tuition waiver for local students pursuing UGC-funded research postgraduate (RPg) programmes, with a view to attracting more local students to pursue RPg programmes.

On vocational and professional education and training (VPET), the Government spares no effort to provide students with more valued study options. In recent years, various measures have been introduced to support students in pursuing VPET. Such measures include the implementation of the Training and Support Scheme through the Vocational Training Council (VTC), under which 1 200 training places are offered per year for trainees to join industries which require specialised skills under the "Earn and Learn" model. In the next three years, the Government will continue to provide, under the Pilot Subsidy Scheme for Students of Professional Part-time Programmes, tuition fee subsidy for students admitted to designated part-time programmes offered by the VTC. The schemes not only enhance the competitiveness of young people and working adults, but also attract and retain talent for relevant industries. We will work closely with stakeholders to further promote VPET as an integral part of multiple pathways.

(2) to (7)
In respect of statistics on students studying in post-secondary institutions, the EDB and UGC Secretariat do not collect information on income of the students or their household.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0591)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has been vigorously promoting the development of technology industries, artificial intelligence technologies, big data analytics and computer programming in recent years. As pointed out in the Policy Address, there is a need to boost the development of innovation and technology, and education is clearly integral to achieving this goal. In this connection, please inform this Committee of the provision for STEAM education in various education areas under programmes (2) to (6).

	Provision for STEAM education		
	2017-18	2018-19	2019-20
Pre-primary Education			
Primary Education			
Secondary Education			
Special Education			
Other Educational Services and Subsidies			
Post-secondary, Vocational and Professional Education			
Policy and Support			

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 20)

Reply:

To align with the worldwide educational trend and to equip students with necessary knowledge and skills in response to the rapid economic, scientific and technological developments, as well as the changes and challenges in society, the Government has made significant efforts to promote STEM education in recent years. For primary and secondary schools, STEM education is implemented through the curricula of the Science, Technology and Mathematics Education Key Learning Areas (KLAs). In late 2016, the Education Bureau (EDB) released the Report on "Promotion of STEM Education – Unleashing Potential in Innovation", which set out recommended measures including renewing the curricula of Science, Technology and Mathematics Education KLAs, enriching the learning activities for students, providing schools with resources, enhancing professional development for teachers, strengthening partnerships with key stakeholders in the community, as well as conducting review on the implementation and sharing of good practices. In the 2015/16 and 2016/17 school years, we provided a one-off grant of $100,000 and $200,000 to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school respectively to support them to implement school-based activities/projects on STEM education. Other recommended measures are being implemented progressively. This one-off grant is not the only resource we provided for STEM education. Since STEM education at the primary and secondary levels is implemented through the curricula of the Science, Technology and Mathematics Education KLAs, resources for STEM education at schools are already covered by the provisions for these KLAs. The objective of STEM education is to enable students to integrate and apply different subject knowledge in everyday life and to conduct various kinds of exploration. Therefore, the resources for STEM education cannot be readily separated from the teaching resources provided for individual subjects for statistical purpose. The expenditure involved in the promotion of STEM education in primary and secondary schools (including special schools) is subsumed under the overall expenditure of the EDB, and a breakdown of the expenditure in this regard is not available. It is proposed in the 2018 Policy Address that a new recurrent Life-wide Learning Grant with an annual provision of $900 million will be provided to all public sector and DSS schools starting from the 2019/20 school year, to support schools to take forward life-wide learning with enhanced efforts, including STEM-related learning activities. Schools can use the resources to tie in with STEM education by organising enlivened and enriched experiential learning activities to provide students with more opportunities to apply what they have learned, thus enhancing their learning effectiveness. The Kindergarten Education curriculum focuses primarily on helping children develop good living habits and a strong and healthy body and instilling in them positive values and attitudes. Unlike primary and secondary schools, the curriculum in kindergartens does not include the teaching of subjects and also does not emphasise STEM education-related subject knowledge. Instead, teachers will select events related to children's daily lives as the learning themes based on their ages, pace of development, abilities and interests, with a view to fostering their exploratory spirit.

By launching the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), we encourage the self-financing post-secondary education sector to offer designated programmes in disciplines including computer science and financial technology to nurture

talent in support of specific industries with keen demand for human resources. Starting from the 2015/16 academic year, the SSSDP subsidises about 1 000 students per cohort to pursue designated full-time locally accredited self-financing undergraduate programmes in selected disciplines on a pilot basis. As announced in the 2017 Policy Address, the SSSDP is regularised from the 2018/19 academic year with an increase in the number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes also receive the subsidy from the 2018/19 academic year. Students of designated computer science and financial technology programmes are subsidised under the SSSDP from the 2018/19 academic year onwards. In the 2019/20 academic year, there are a total of 38 programmes offered under the SSSDP, including 5 computer science programmes and 4 financial technology programmes which provide 306 and 265 subsidised first-year intake places respectively. The funding provision for the 2018/19 academic year (as at 28 February 2019) was $25 million, while that for the 2019/20 academic year is estimated at around $39 million.

To promote and support STEM education, the Vocational Training Council (VTC) set up the VTC STEM Education Centres in May 2017 to enhance teaching and learning of STEM-related subjects through the development of various technological applications and the support of state-of-the-art teaching facilities. The Centres also make use of Virtual Reality (VR) and Augmented Reality (AR) technologies to provide simulated workplace training for students. These technologies are applied to the teaching and learning of various programmes, including lift and escalator maintenance, airport facilities operation, aircraft maintenance engineering, automotive engineering and horticulture to enhance teaching effectiveness and train up effective VPET personnel who excel in practical know-how. The Centres also organise various kinds of STEM workshops and large-scale competitions to arouse the interest of primary and secondary students in science subjects, increase the popularity of STEM education, and motivate the younger generation to acquire knowledge in STEM-related disciplines. In April 2018, the Centres signed a Memorandum of Understanding on the Industry Partner Collaboration Scheme with over a dozen local major enterprises and institutions, with a view to introducing the younger generation to the prospect of STEM industries and encouraging them to pursue a career in these industries. This collaboration platform has enabled the Centres to undertake a number of interdisciplinary projects with industry partners, and invite industry veterans to share their extensive trade knowledge and information on the latest technological developments with students as STEM Ambassadors in order to enhance students' understanding of STEM industries whereby facilitating talent development. Up to the 2018-19 financial year, the Government has allocated a total of about $21.5 million to support VTC in the establishment of VTC STEM Education Centres and provision of teaching facilities.

As regards the University Grants Committee (UGC)-funded universities, the bulk of recurrent grants to the universities are in the form of a block grant based on the approved student numbers allocated to universities. As funding for the programmes related to STEAM (Science, Technology, Engineering, Arts and Mathematics) education is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0593)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out in table form the information of Native-speaking English Teachers (NETs) engaged in government primary schools, aided primary schools and primary schools under Direct Subsidy Scheme (DSS) from the 2009/10 to 2019/20 school years:

(1) the respective number of NETs as regular teachers and contract teachers;
(2) the average number of NETs among schools in each district;
(3) the average number of students under the care of each NET;
(4) the average number of teaching hours per NET;
(5) the average income of NETs;
(6) the median income ; and
(7) the average number of hours allocated to English lessons per week for Primary one to six in government primary schools, aided primary schools and primary schools under DSS from the 2008/09 to 2019/20 school years.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 22)

Reply:

Native-speaking English Teacher (NET) Scheme covers public sector schools, i.e. government, aided and caput schools. As such, the information provided under Item (1) to (6) below does not include primary schools under the Direct Subsidy Scheme (DSS). In respect of DSS schools, the NET provision has been factored into the average unit cost of an aided school place which is used for the calculation of DSS subsidy. DSS schools are free to deploy their resources for the appointment of teachers. Besides, to give a timely and appropriate response to questions raised by the Legislative Council members, we now provide the relevant information for the past 5 years. As the data for the 2019/20 school year is not yet available, information given under Item (1), (5) and (6) below covers the 2014/15 to 2018/19 school years.

(1) All NETs are employed on 2-year renewable contract terms. Hence, no NETs are employed as regular teachers within establishment. The numbers of teachers employed under the NET Scheme in Primary Schools from the 2014/15 to 2018/19 school year are as follows:

School Year	Government Schools	Aided Schools	Total
2014/15	34	421	455
2015/16	34	425	459
2016/17	34	427	461
2017/18	34	426	460
2018/19	34	434	468

(2) In general, each eligible public sector primary school operating 6 classes or more (including special schools (primary section) offering the mainstream curriculum and schools for children with intellectual disabilities (primary section) offering an appropriate school-based English Language curriculum) is provided with 1 NET. As the average number of NETs among schools in each district is not meaningful to the implementation and management of the NET Scheme, the EDB has not collected relevant statistics.

(3) and (4) According to the NET Deployment Guidelines for the NET Scheme in Primary Schools issued in 2018, it is recommended that NETs teach 15 to 17 hours per week, with a minimum of 14 hours dedicated to collaborative teaching. Apart from teaching, NETs are required to discharge other related duties. Examples include organising co-curricular activities, collaborative lesson planning for each grade level taught, developing school-based curriculum and teaching resources together with local English teachers, participating in professional development activities, and disseminating good practices through school-based sharing sessions or networking activities. Schools in general follow the Guidelines in assigning teaching duties to NETs. As NETs are mainly responsible for collaborating with other school teachers to promote good pedagogical practices, thereby improving the overall learning and teaching of English in the school, the average number of students under the care of each NET does not constitute an appropriate measure of the work and effectiveness of NETs and we have not collected relevant statistics.

(5) and (6) The average monthly salary and median monthly salary of NETs in government and aided primary schools from the 2014/15 to 2018/19 school year are as follows:

	2014/15		2015/16		2016/17		2017/18		2018/19	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
Average Monthly Salary ($)	40,061	41,162	44,319	43,435	46,201	45,101	46,435	45,212	50,504	49,442
Median Monthly Salary ($)	41,195	37,620	46,183	39,360	47,240	43,145	47,240	43,145	53,195	46,420

(7) The Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) prepared by the Curriculum Development Council in 2014 suggests that all primary schools implementing the local English language curriculum in Hong Kong, including government, aided and DSS schools, should allocate 17-21% of their lesson time to English language education for Primary 1-6. That is to say, an average of about 135 to 166 hours of lesson time should be dedicated to the subject of English language for Primary 1-6 each year. As long as the total lesson time scheduled is within the recommended range, schools may work out their own lesson time for different class levels in light of school contexts and students' learning needs. It is worth noting that as recommended by the EDB's Guide, the learning of English should not be confined to the classroom. Instead, students should be given diverse learning opportunities as far as possible for better exposure to English and more opportunities to use it. Through school visits and regular contacts with schools, we observe that most primary schools act in accordance with the EDB's recommendation to allocate the suggested lesson time for the subject of English. In addition, rather than confining students' learning of English to English language lessons, many schools effectively make use of the time beyond class hours (including recess time and lunch breaks) and organise activities after school and on non-school days to enrich students' English learning experience.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0594)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out in a table the following information about the member institutions of the Vocational Training Council (VTC) from the 2007/08 to 2019/20 academic years:

1. Total number of school places;
2. Numbers of publicly-funded places and applicants who applied for them; and
3. Numbers of non-publicly-funded places and applicants who applied for them.

- Please set out the average amount of financial assistance granted to students by academic discipline from the 2009/10 to 2019/20 academic years.
- Please set out the number of programmes offered by the VTC pegged at each Qualification Framework level.
- Please set out in a table the following information about the member institutions of VTC from the 2009/10 to 2019/20 academic years:

4. Employment, unemployment and underemployment rates of students in their first year after graduation;
5. Industries covered under the programmes offered by various faculties of these institutions, and the percentage of places for each industry; and
6. A breakdown of the percentages of students who work in jobs related to their programme of study 2 years after graduation by industry.
7. How does the VTC assess the effectiveness of vocational education? How effective is it?

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 23)

Reply:

1, 2, 3. The Vocational Training Council (VTC) offers a wide range of vocational and professional education and training (VPET) programmes through its member institutions. From the 2015/16 to 2019/20 academic years (AYs), the numbers of

planned places for new intakes and actual intakes of VTC's full-time programmes are set out below:

Qualifications	2015/16		2016/17		2017/18		2018/19		2019/20 (Estimate)
	Planned Places	Intake	Planned Places	Intake	Planned Places	Intake	Planned Places	Intake	Planned Places
Subvented programmes	17 455	20 057	17 148	19 953	17 450	18 282	17 382	18 493	17 495
Self-financing programmes	7 215	6 348	6 094	5 059	4 240	4 904	4 371	4 419	4 072
Total	24 670	26 405	23 242	25 012	21 690	23 186	21 753	22 912	21 567

The average amount of financial assistance granted to students by academic discipline is not available.

The number of programmes offered by the VTC pegged at each level under the Qualification Register is as follows:

Qualification framework level	Number of programmes in the 2019/20 AY
Level 5	23
Level 4	116
Level 3	55
Level 2	12

4. The relevant information on the unemployment and underemployment rates of students within their first year after graduation is not available. The employment rate of graduates of full-time programmes is as follows:

AY	Employment rate of graduates*
2015/16	90%
2016/17	92%
2017/18 (Provisional)	92%

*About 6 months after graduation

5. The VTC offers a wide range of VPET programmes, which aim at nurturing talents of different professions, including applied science, business administration, childcare, elderly and community services, design, engineering, hospitality , and information technology. From the 2015/16 to 2019/20 AYs, the number and percentage of planned places for new intake for full-time Higher Diploma programmes are as follows:

	2015/16 AY		2016/17 AY		2017/18 AY		2018/19 AY		2019/20 AY	
	Planned Places	%	Planned Places	%	Planned Places	%	Planned Places	%	Planned Places	%
Applied Science	1 260	10%	1 200	10%	1 170	10%	1 140	11%	1 140	11%
Business Administration	2 370	18%	1 770	15%	1 200	11%	1 020	9%	900	9%
Childcare, Elderly and Community Services	735	6%	735	6%	795	7%	795	7%	750	7%
Design	2 220	17%	2 265	19%	2 070	19%	2 010	19%	2 190	21%
Engineering	2 940	23%	2 880	24%	2 850	26%	2 550	24%	2 230	22%
Hospitality	1 980	15%	1 740	15%	1 650	15%	1 860	17%	1 690	16%
Information Technology	1 350	11%	1 320	11%	1 290	12%	1 170	11%	1 300	12%
Cross-discipline	-	-	-	-	-	-	180	2%	210	2%
Total	12 855	100%	11 910	100%	11 025	100%	10 725	100%	10 410	100%

6. The VTC has not maintained data on students who work in jobs related to their programme of study two years after graduation.

7. The VTC adopts a set of performance indicators to gauge and assess the performance of their programmes and services. Evaluation reports on the related programmes are prepared every year to thoroughly evaluate the programme performance based on the feedback given by stakeholders, such as students, external examiners and employers. All evaluation reports will be examined by the relevant programme committees. Evaluation findings provide important data for the continuous improvements in programme design, teaching and assessment. VTC's programmes are professionally recognised, which shows that they meet the industry standards. Graduates are equipped with the relevant professional knowledge and ability to unleash their potential in various industries. With the over 90% employment rate of graduates, the effectiveness of the programmes is satisfactory.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0595)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please tabulate, by District Council district, the average and median numbers of students in each Primary One class in government, aided and Direct Subsidy Scheme (DSS) primary schools in the 2009/10 to 2019/20 school years.

(1) How does the Government evaluate the effectiveness of small class teaching? How effective is small class teaching according to the criteria adopted by the Education Bureau to evaluate small class teaching?

(2) Please tabulate, by District Council district, the number of regular teachers, contract teachers and personnel who provide support for teaching (other than teachers) in government, aided and DSS primary schools in the 2009/10 to 2019/20 school years.

(3) Please tabulate, by District Council district, the number of retired teachers and newcomers to teaching in government, aided and DSS primary schools in the 2009/10 to 2019/20 school years.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 24)

Reply:

To give a timely and appropriate response to the question raised by the Legislative Council member, we now provide the relevant information for the past 5 years. The average and median numbers of students per Primary One class of government, aided and Direct Subsidy Scheme (DSS) primary schools in the 2014/15 to 2018/19 school years are set out in Annex. Figures for the 2019/20 school year would only be available after collection of the required information from schools via the Enrolment Survey conducted at the commencement of the school year.

(1) Conceptually speaking, small class teaching (SCT) is more of a teaching strategy. SCT does not simply involve a sheer reduction in class size. Schools and teachers should enhance the effectiveness of teaching by optimising the use of the classroom environment with a reduced class size. As such, through various professional development activities including building learning communities and learning circles, and organising seminars, workshops, and experience sharing sessions, etc., we have been supporting teachers in devising appropriate pedagogical strategies and applying different teaching modes in a SCT environment. Apart from these professional development activities, we also regularly collect views from the school sector on the effectiveness of SCT through various channels such as school visits and lesson observations. In general, school heads and teachers agree that SCT can engage students more in class activities, give teachers more space to cater for learner diversity by employing different teaching strategies, and contribute to overall learning and teaching.

Besides, under the School Development and Accountability Framework, schools implementing SCT, like other schools, are required to set out in their school development plans the strategies and measures for providing quality education, to conduct an annual review of their learning and teaching strategies, and to present the review findings as well as ways of improvement in their school reports. Schools' self-evaluation results will be verified by external reviews conducted by the Education Bureau (EDB) to help schools assess the effectiveness of learning and teaching.

(2) As the EDB does not maintain teacher appointment data by District Council district, a breakdown of the relevant statistics is not available. The respective number of regular teachers and contract teachers (i.e. those employed using cash grants from the Government or schools' own funding) in government and aided primary schools, and the number of teachers in DSS primary schools in recent years (from the 2014/15 to 2018/19 school years) are set out below:

Primary Schools (Government, Aided and DSS)

School Year	Government Primary Schools		Aided Primary Schools		DSS Primary Schools[#]
	Number of Regular Teachers[*]	Number of Contract Teachers[*]	Number of Regular Teachers[*]	Number of Contract Teachers[*]	Number of Teachers[*]
2014/15	1 230	100	16 100	1 270	1 240
2015/16	1 190	90	16 310	1 520	1 250
2016/17	1 210	100	16 550	1 700	1 270
2017/18	1 220	110	17 920	1 610	1 290
2018/19 (Estimate)	1 290	130	18 490	1 750	1 300

* Numbers are rounded to the nearest 10.

\# DSS schools do not distinguish between regular and contract teachers.

As the EDB does not collect information on supporting teaching staff outside the teaching establishment in different types of schools, relevant statistics are not available.

(3) Since the EDB does not maintain figures showing a breakdown of the numbers of retired and newly-joined teachers by District Council district, the relevant information is not available. The respective number of retired teachers in government, aided and DSS primary schools in recent years (from the 2014/15 to 2018/19 school years) is set out below:

Primary Schools (Government, Aided and DSS)

School Year	Number of Retired Teachers*		
	Government Primary Schools	Aided Primary Schools	DSS Primary Schools
2014/15	30	200	0
2015/16	10	190	10
2016/17	20	190	0
2017/18	20	200	0
2018/19 (Estimate)	20	210	0

* Numbers are rounded to the nearest 10.

The respective number of new teachers joining the teaching profession in government, aided and DSS primary schools in the school years from 2014/15 to 2018/19 is set out below:

Primary Schools (Government, Aided and DSS)

School Year	Number of New Teachers Joining the Teaching Profession*		
	Government Primary Schools	Aided Primary Schools	DSS Primary Schools
2014/15	30	820	100
2015/16	40	850	70
2016/17	30	890	90
2017/18	60	1 270	80
2018/19 (Estimate)	40	1 170	70

* Numbers are rounded to the nearest 10.

Annex

The average and median numbers of students per Primary One class of government, aided and DSS primary schools in the 2014/15 to 2018/19 school years

2014/15 school year

	Primary One students per class					
	Government		Aided		DSS	
District	Average	Median	Average	Median	Average	Median
Central & Western	28.8	28.5	27.8	27.0	-	-
Wan Chai	25.2	27.0	28.8	29.0	-	-
Eastern	24.4	23.5	27.2	27.0	29.1	30.0
Southern	24.8	25.0	25.3	25.5	29.9	28.0
Yau Tsim Mong	21.8	22.0	28.3	29.0	29.4	33.0
Sham Shui Po	23.7	23.5	28.8	31.0	27.6	29.5
Kowloon City	26.7	27.0	27.6	27.0	30.7	31.0
Wong Tai Sin	24.3	25.5	25.3	26.0	-	-
Kwun Tong	30.0	30.0	28.5	30.0	26.4	26.0
Sai Kung	22.2	22.0	24.2	25.0	31.1	30.0
Sha Tin	25.8	26.0	26.7	27.0	30.1	30.0
Tai Po	29.8	30.0	31.2	32.0	-	-
North	26.7	27.0	29.1	27.0	-	-
Yuen Long	30.5	33.0	26.3	25.5	28.9	32.0
Tuen Mun	27.0	27.0	25.3	26.0	33.0	33.0
Tsuen Wan	29.3	29.0	28.1	27.0	-	-
Kwai Tsing	-	-	25.9	26.0	31.0	31.0
Islands	-	-	20.7	20.0	-	-
All Districts	**26.3**	**27.0**	**27.0**	**27.0**	**29.7**	**30.0**

2015/16 school year

District	Primary One students per class					
	Government		Aided		DSS	
	Average	Median	Average	Median	Average	Median
Central & Western	27.5	28.0	27.2	26.0	-	-
Wan Chai	24.3	26.0	28.1	30.0	-	-
Eastern	23.8	24.0	27.1	27.0	29.0	29.0
Southern	24.0	24.0	25.3	24.0	29.8	28.0
Yau Tsim Mong	20.4	20.5	28.1	30.0	29.2	32.0
Sham Shui Po	23.5	23.5	29.3	32.0	27.1	28.0
Kowloon City	26.7	27.0	27.3	27.0	31.7	31.0
Wong Tai Sin	24.3	24.5	25.0	25.0	-	-
Kwun Tong	25.6	25.0	26.1	26.0	25.4	26.0
Sai Kung	21.4	21.0	23.7	24.0	31.2	31.0
Sha Tin	25.8	25.0	26.6	27.0	30.3	30.0
Tai Po	29.6	30.0	31.8	32.0	-	-
North	26.5	26.5	28.5	27.0	-	-
Yuen Long	30.7	33.0	26.5	26.0	29.1	29.5
Tuen Mun	26.3	26.0	25.9	27.0	33.0	33.0
Tsuen Wan	28.8	28.5	28.4	27.0	-	-
Kwai Tsing	-	-	26.4	26.5	32.0	32.0
Islands	-	-	21.8	22.0	-	-
All Districts	**25.6**	**26.0**	**26.8**	**27.0**	**29.8**	**30.0**

2016/17 school year

District	Primary One students per class					
	Government		Aided		DSS	
	Average	Median	Average	Median	Average	Median
Central & Western	29.8	29.5	27.7	27.0	-	-
Wan Chai	24.5	27.0	27.3	27.0	-	-
Eastern	25.9	26.0	27.0	27.0	30.1	30.0
Southern	25.0	27.0	24.6	24.5	28.0	28.0
Yau Tsim Mong	22.9	23.0	28.0	27.0	28.1	29.0
Sham Shui Po	24.3	25.0	29.3	31.0	31.3	30.0
Kowloon City	26.9	27.0	28.3	27.0	31.6	31.0
Wong Tai Sin	23.0	23.0	24.4	25.0	-	-
Kwun Tong	25.9	25.0	26.3	26.0	26.2	26.0
Sai Kung	23.4	24.0	23.6	24.0	30.2	30.0
Sha Tin	26.5	27.0	27.3	27.0	31.6	31.5
Tai Po	31.6	32.0	34.0	34.0	-	-
North	28.2	28.0	31.4	30.0	-	-
Yuen Long	30.2	32.0	27.5	27.0	29.3	30.0
Tuen Mun	25.8	26.0	26.7	27.0	33.0	33.0
Tsuen Wan	28.8	28.5	27.6	27.0	-	-
Kwai Tsing	-	-	26.6	26.0	31.3	31.0
Islands	-	-	21.5	22.0	-	-
All Districts	**26.4**	**27.0**	**27.3**	**27.0**	**30.0**	**30.0**

Annex (Cont'd)

2017/18 school year

District	Primary One students per class					
	Government		Aided		DSS	
	Average	Median	Average	Median	Average	Median
Central & Western	29.0	28.5	27.9	27.0	-	-
Wan Chai	24.1	26.0	27.7	27.0	-	-
Eastern	26.9	26.5	27.7	27.0	30.1	30.0
Southern	25.6	26.0	25.0	26.0	27.9	28.0
Yau Tsim Mong	22.5	23.0	28.4	27.0	29.3	32.0
Sham Shui Po	24.8	24.0	31.8	34.0	28.4	31.0
Kowloon City	28.9	27.0	29.3	30.0	31.3	30.0
Wong Tai Sin	24.0	24.0	25.1	26.0	-	-
Kwun Tong	27.0	27.0	26.8	27.0	26.4	26.0
Sai Kung	23.8	24.0	24.2	25.0	31.6	32.0
Sha Tin	26.0	26.0	29.1	29.5	32.4	32.5
Tai Po	34.0	34.5	33.9	34.0	-	-
North	27.3	27.0	31.3	30.0	-	-
Yuen Long	31.9	33.5	27.9	27.0	28.3	30.0
Tuen Mun	26.3	26.0	27.3	27.0	33.0	33.0
Tsuen Wan	31.3	31.5	29.1	31.0	-	-
Kwai Tsing	-	-	26.3	26.0	28.3	28.0
Islands	-	-	21.3	21.0	-	-
All Districts	**27.2**	**27.0**	**27.9**	**27.0**	**29.9**	**30.5**

2018/19 school year

District	Primary One students per class					
	Government		Aided		DSS	
	Average	Median	Average	Median	Average	Median
Central & Western	31.0	31.5	30.0	31.0	-	-
Wan Chai	23.6	26.0	26.8	27.0	-	-
Eastern	27.6	26.0	29.1	31.0	30.9	31.0
Southern	22.8	26.5	24.7	26.0	28.0	28.0
Yau Tsim Mong	24.9	27.0	31.1	33.0	29.2	29.0
Sham Shui Po	25.7	25.0	31.2	34.0	29.3	32.0
Kowloon City	31.1	32.0	30.1	32.0	32.1	32.0
Wong Tai Sin	22.8	23.0	24.6	26.0	-	-
Kwun Tong	30.9	32.0	28.6	29.0	26.4	26.0
Sai Kung	26.6	27.0	24.6	26.0	31.9	32.0
Sha Tin	31.2	31.0	30.6	32.0	32.6	33.0
Tai Po	30.0	30.0	30.7	32.0	-	-
North	23.6	24.0	29.6	30.0	-	-
Yuen Long	31.3	33.0	27.7	27.0	28.8	30.0
Tuen Mun	27.5	27.5	28.4	29.0	33.0	33.0
Tsuen Wan	31.6	32.0	30.2	32.0	-	-
Kwai Tsing	-	-	26.6	27.0	30.0	30.0
Islands	-	-	23.7	25.0	-	-
All Districts	**27.8**	**27.0**	**28.4**	**29.0**	**30.3**	**32.0**

Notes: (1) Figures do not include special schools.

(2) Figures refer to the position as at September of the respective years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0596)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please tabulate the respective numbers of regular teachers, contract teachers and teaching assistants employed outside the teacher establishment in government, aided and Direct Subsidy Scheme (DSS) secondary schools in the school years from 2008/09 to 2019/20, with a breakdown by District Council district.

(1) Please tabulate the respective numbers of retired teachers, teachers retired under the Early Retirement Scheme for Aided Secondary School Teachers, and newly-joined teachers in government, aided and DSS secondary schools in the school years from 2008/09 to 2012/13, with a breakdown by District Council district.

(2) Please tabulate the respective numbers of school candidates and private candidates in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2012 and 2013, with a breakdown by District Council district the number of subjects (1 to 8) entered.

(3) Please tabulate the respective numbers of school candidates and private candidates entering for Category A, Category B and Category C subjects in the HKDSE Examination between 2012 and 2020.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 25)

Reply:

As the Education Bureau (EDB) does not maintain teacher appointment data by District Council district, a breakdown of the relevant statistics is not available. The respective numbers of regular teachers and contract teachers (i.e. those employed using cash grants from the government or schools' own funding) in government and aided secondary schools, and the number of teachers in Direct Subsidy Scheme (DSS) secondary schools in recent years are set out below:

Government, Aided and DSS Secondary Schools

School Year	Government Secondary Schools		Aided Secondary Schools		DSS Secondary Schools #
	Number of regular teachers*	Number of contract teachers*	Number of regular teachers*	Number of contract teachers*	Number of teachers*
2014/15	1 440	90	19 050	2 110	4 060
2015/16	1 370	110	18 580	2 260	4 060
2016/17	1 390	80	18 260	2 250	4 110
2017/18	1 380	80	18 610	1 820	4 130
2018/19 (Estimate)	1 430	70	18 410	2 050	4 120

* Numbers are rounded to the nearest 10.
# DSS schools do not distinguish between regular and contract teachers.

As the EDB does not collect information on teaching assistants employed outside the teacher establishment in different types of schools, a breakdown of the relevant statistics is not available.

(1) Since the EDB does not maintain a breakdown of the numbers of retired and newly-joined teachers by District Council district, the relevant information is not available. The respective numbers of retired teachers in government, aided and DSS secondary schools, and the number of teachers retired under the Early Retirement Scheme for Aided Secondary School Teachers in the school years from 2008/09 to 2012/13 are set out below:

Government, Aided and DSS Secondary Schools

School Year	Number of retired teachers*			Number of teachers retired under the Early Retirement Scheme for Aided Secondary School Teachers
	Government Secondary Schools	Aided Secondary Schools	DSS Secondary Schools	
2008/09	50	200	20	119
2009/10	30	190	10	119
2010/11	40	230	20	139
2011/12	30	140	20	56
2012/13	60	310	30	201

* Numbers are rounded to the nearest 10.

The respective numbers of new teachers joining the teaching profession in government, aided and DSS secondary schools in the school years from 2008/09 to 2012/13 are set out below:

Government, Aided and DSS Secondary Schools

School Year	Number of new teachers joining the teaching profession*		
	Government Secondary Schools	Aided Secondary Schools	DSS Secondary Schools
2008/09	80	930	270
2009/10	60	780	210
2010/11	40	770	280
2011/12	70	1 290	290
2012/13	30	410	160

* Numbers are rounded to the nearest 10.

(2) The EDB does not have information on the respective numbers of school candidates and private candidates entering 1 to 8 subjects in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2012 and 2013 by District Council district.

(3) As registration for the 2020 HKDSE Examination has not started yet, relevant statistics are not available. The respective numbers of school candidates and private candidates entering for Category A, Category B and Category C subjects in the HKDSE Examination between 2012 and 2019 are set out below:

		Year of examination							
		2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019^**
Category A subject	School candidate	71 561	71 021	66 418	62 084	56 995	51 953	51 510	48 272
	Private candidate	1 323	11 105	12 992	11 925	10 994	9 560	7 354	7 890
	Total	72 884	82 126	79 410	74 009	67 989	61 513	58 864	56 162
Category B subject	School candidate	5 314	4 925	4 589	4 175	3 940	3 682	3 992	3 802
	Private candidate	3	3	1	0	1	0	0	1
	Total	5 317	4 928	4 590	4 175	3 941	3 682	3 992	3 803
Category C subject	School candidate	259	255	255	300	325	329	434	403
	Private candidate	8	12	13	16	12	18	18	15
	Total	267	267	268	316	337	347	452	418
All categories	School candidate	71 745	71 168	66 576	62 199	57 127	52 058	51 636	48 403
	Private candidate	1 329	11 115	12 996	11 932	11 001	9 566	7 364	7 902
	Total	73 074	82 283	79 572	74 131	68 128	61 624	59 000	56 305

^Figures as at 17 December 2018

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 0597)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the Hong Kong Diploma of Secondary Education Examination, students who enter for Category B (Applied Learning) subjects and attain "Attained with Distinction (II)" will only be awarded Level 4 as the highest level, which affects their admission to universities. In this connection, please advise this Committee of the following:

Among the students entering for Category B (Applied Learning) subjects,

a. the number and percentage of candidates enrolling in undergraduate programmes in funded universities;
b. the number and percentage of candidates enrolling in sub-degree programmes;
c. the number and percentage of candidates enrolling in vocational and professional education and training programmes;
d. the number and percentage of candidates who fail to enroll in any post-secondary as well as vocational and professional education programmes.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 26)

Reply:

Effective from the 2018 Hong Kong Diploma of Secondary Education Examination (HKDSE), the reporting of student performance in Applied Learning (ApL) is refined to "Attained", "Attained with Distinction (I)" and "Attained with Distinction (II)". Performance of "Attained with Distinction (I)" is comparable to Level 3 while "Attained with Distinction (II)" is comparable to Level 4 or above of Category A subjects of the HKDSE. The duration of Category B ApL subjects is 180 contact hours, and there is no public examination for these subjects. ApL offers studies with stronger elements of practical learning linked to broad vocational fields. Since the learning contents and modes of assessment of Category A subjects and Category B subjects are different, adopting a unified practice of reporting candidates' performance is inappropriate. The Education

Bureau has not conducted any statistical survey on the further studies of candidates of ApL subjects and thus the relevant figures are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0598)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Programme (4) that the Education Bureau will extend the Enhanced School-based Educational Psychology Service (with the ratio of educational psychologist (EP) to school being 1:4) to about 60 per cent of all public sector schools and enhance the ratio of EP to school to 1:6 for the remaining 40 per cent of schools by the 2023/24 school year. In this connection, would the Government advise this Committee of:

(1) the specific division of labour between school social workers and EPs after the implementation of "two school social workers for each school" policy in more than 460 secondary schools in Hong Kong; and

(2) the number of additional EPs required to achieve the objectives of providing service with an enhanced EP-to-school ratio in each of the following years:

Year	Number of additional EPs required
2019-20	
2020-21	
2021-22	
2022-23	

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 27)

Reply:

(1) School social work service in secondary schools is subsidised by the Social Welfare Department and provided via non-governmental organisations. School social workers in secondary schools collaborate closely with schools to understand the needs of students. Through providing counselling service and organising different groups and programmes, school social workers help needy students resolve their academic, social and emotional

problems. Besides, through working with their service organisations and other relevant service units in the community, including Integrated Children and Youth Services Centres and Integrated Family Service Centres, collaborating closely with stakeholders as well as making good use of community resources and timely referral services, school social workers assist students in understanding and solving their problems. School social workers also enhance parents' and teachers' understanding of problems faced by students and seek help from relevant service units where necessary.

The School-based Educational Psychology Service (SBEPS) in public sector mainstream schools is provided by the Education Bureau (EDB) or school sponsoring bodies. School-based educational psychologists (EPs) adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity to cater for students' diverse educational needs. Specifically, EPs provide assessment and intervention services for students in need, including cases with more complex behavioural, emotional or learning needs referred by school social workers. Furthermore, EPs deliver parent training, provide consultation and professional development for teachers and offer professional advice on school policies and measures in relation to the support for students with diverse educational needs.

(2) As announced by the Chief Executive in the 2018 Policy Address, the Enhanced School-based Educational Psychology Service (Enhanced SBEPS) will be extended with the target of about 60% of public sector schools receiving the Enhanced SBEPS by the 2023/24 school year; that is, the ratio of EP to school at 1:4. The ratio will be enhanced to 1:6 for the remaining 40% of schools. In the 2018/19 school year, the number of EPs involved in the provision of the SBEPS for public sector schools is 151. Solely based on the demand for manpower to directly provide the SBEPS, about 50 more EPs will be needed to achieve the above-mentioned targets. Nonetheless, the supply of and demand for EPs are affected by many factors such as the implementation of new measures requiring educational psychology service, demand for EPs in other sectors, wastage of EPs, etc. The EDB will continue to keep in view the supply of and demand for EPs in planning for the number of EPs required for each year, with the aim of achieving the above-mentioned targets in the 2023/24 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0599)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For primary education, as mentioned on page 373, Volume I of the Estimates, the Government will continue with the enhanced provision of student guidance service for primary schools by implementing the policy of "one school social worker for each school" in public sector primary schools. The enhancement began in the 2018/19 school year, with a view to strengthening student guidance service in public sector primary schools. In this connection, would the Government advise this Committee of:

(1) the timetable for achieving the goal of "one school social worker for each school" in public sector primary school;

(2) whether there are plans to review the effectiveness of "one school social worker for each school" policy and the difficulties encountered by social workers; if yes, the time schedule; and

(3) the number of primary students using the student guidance service by district.

District	No. of primary students using the student guidance service
Central and Western	
Eastern	
Islands	
Kowloon City	
Kwai Tsing	
Kwun Tong	
North	
Sai Kung	
Sha Tin	
Sham Shui Po	
Southern	
Tai Po	

Tsuen Wan	
Tuen Mun	
Wan Chai	
Wong Tai Sin	
Yau Tsim Mong	
Yuen Long	

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 28)

Reply:

(1) and (2)

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service (CSGS) to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification.

As regards schools with Student Guidance Teachers (SGTs), they can continue with the existing arrangements. For those without SGTs, the Education Bureau (EDB) will provide a 3-year transitional period for them to switch to the New Funding Mode before the 2021/22 school year. In case schools are not able to switch to the New Funding Mode after the three-year transitional period owing to the need for more time to handle personnel matters in respect of their serving student guidance personnel, including retaining their serving student guidance personnel due to special needs, they may discuss with the EDB separately. In the 2018/19 school year, 223 public sector primary schools have switched to the New Funding Mode, accounting for about 50% of all public sector primary schools. For the purpose of review, the EDB will collect data and views on the implementation of the policy of "one school social worker for each school" by such means as questionnaire surveys, school visits and meetings with the education sector in the 2018/19 school year.

(3) Since the implementation of the CSGS in the 2002/03 school year, teachers are working in collaboration with student guidance personnel and professionals to provide remedial, preventive and developmental guidance services for all students. In other words, the service provided by student guidance personnel benefits all students studying in public sector primary schools across the territory. The EDB does not maintain statistics of individual districts.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0600)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under Post-secondary, Vocational and Professional Education (VPET) on Page 380, Volume I, it is mentioned that a comprehensive system of VPET services is provided through its member institutes such as the Institute of Professional Education and Knowledge, Hong Kong Institute of Vocational Education, Hong Kong Design Institute, International Culinary Institute, Hotel and Tourism Institute, Chinese Culinary Institute, Maritime Services Training Institute, Pro-Act Training and Development Centres, Youth College and Integrated Vocational Development Centre. In respect of VPET, the Vocational Training Council (VTC) offers a wide range of full-time and part-time programmes. In this regard, would the Government advise this Committee of the following:

(1) the graduation rate of VTC students and the number of students involved;

(2) the respective number of students in various institutions;

	No. of Students	No. of Graduates	Graduation Rate
Institute of Professional Education and Knowledge			
Hong Kong Institute of Vocational Education			
Hong Kong Design Institute			
International Culinary Institute			
Hotel and Tourism Institute			
Chinese Culinary Institute			

Maritime Services Training Institute			
Pro-Act Training and Development Centres			
Youth College			
Integrated Vocational Development Centre			

(3) the respective number of graduates and graduation rate for the past 5 years.

	No. of Graduates (Graduation Rate)				
Institute of Professional Education and Knowledge	2013-14	2014-15	2015-16	2016-17	2017-18
Hong Kong Institute of Vocational Education					
Hong Kong Design Institute					
International Culinary Institute					
Hotel and Tourism Institute					
Chinese Culinary Institute					
Maritime Services Training Institute					
Pro-Act Training and Development Centres					
Youth College					
Integrated Vocational Development Centre					

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 29)

Reply:

The number of students of the Vocational Training Council (VTC) in the 2017/18 academic year is set out below:

	No. of Students in the 2017/18 Academic Year
Institute of Professional Education and Knowledge	114 505
Hong Kong Institute of Vocational Education	33 611
Hong Kong Design Institute	4 915
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute	7 416

Maritime Services Training Institute	4 403
Pro-Act Training and Development Centres	8 073
Youth College	11 632
Integrated Vocational Development Centre	3 475

The respective number of graduates and graduation rate for the past 5 years are set out below:

	No. of Graduates^ (Graduation Rate*)				
	2013-14	2014-15	2015-16	2016-17	2017-18
Hong Kong Institute of Vocational Education	18 840 (84)	16 640 (81)	16 450 (79)	14 834 (76)	14 873 (76)
Hong Kong Design Institute	2 160 (89)	2 077 (85)	2 305 (82)	2 253 (79)	2 048 (74)
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute	670 (79)	850 (78)	844 (83)	730 (81)	687 (80)
Maritime Services Training Institute	55 (75)	52 (63)	57 (68)	59 (60)	106 (67)
Youth College	2 632 (73)	2 875 (73)	3 091 (76)	3 290 (75)	3 051 (76)

^ The VTC does not have information on the annual number of graduates and graduation rates for short courses.
* The graduation rate is the number of graduates out of the total number of final-year students of the programme expressed in percentage terms.

Note: The Institute of Professional Education and Knowledge, Pro-Act Training and Development Centres and Integrated Vocational Development Centre mainly provide short courses and the VTC does not have relevant information on the number of graduates and graduation rates.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2396)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the support for non-Chinese speaking (NCS) students, it is mentioned on Page 351 of Programme (1) that provision of recurrent funding support and materials supporting learning, teaching and assessment to schools will be continued to facilitate the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") for NCS students to learn Chinese as a second language effectively. In this connection, please advise the Committee of the following:

(1) the number of schools which have implemented the "Learning Framework";

(2) the total number of students studying under the "Learning Framework";

(3) the average grade attained by NCS students in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language);

(4) the number of NCS students who did not attain Level 3 in the HKDSE (Chinese Language) and as a result were not admitted to funded universities; if such information is not available, please advise the Committee of the number of NCS students who attained the "3322" results, and the number of NCS students who attained "322" in English Language, Mathematics and Liberal Studies but did not attain Level 3 in Chinese Language.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 42)

Reply:

(1) and (2) Starting from the 2014/15 school year, the Education Bureau has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and

professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. The "Learning Framework" is applicable to all primary and secondary schools admitting NCS students and offering the local curriculum. In the 2018/19 school year, there are about 19 200 NCS students (9 800 in primary schools and 9 400 in secondary schools) studying in public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum.

Starting from the 2014/15 school year, all public sector schools and DSS schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. These schools are required to adjust the learning targets and teaching strategies with reference to the learning progress so described in the "Learning Framework", as well as the learning performance and progress of their NCS students, and adopt diversified intensive learning and teaching modes as appropriate to help NCS students learn Chinese effectively. In the 2018/19 school year, the number of the schools concerned is 241 (including 127 primary schools and 114 secondary schools). As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school. These schools also implement the "Learning Framework" on a need basis in light of NCS students' performance in learning the Chinese language. Starting from the 2014/15 school year, these schools may apply for an additional funding of $50,000 on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. In the 2018/19 school year, the number of the schools concerned is 391 (including 205 primary schools and 186 secondary schools).

(3) and (4) In 2018, among the 1 206 NCS students attending Secondary 6 in public sector schools and DSS schools offering the local curriculum and sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE), 103 sat for the HKDSE (Chinese Language) and 14 of them attained Level 3 or above, meeting the general entrance requirements of undergraduate programmes in respect of the Chinese Language subject. Out of the 1 206 NCS students taking the HKDSE, 385 met the general entrance requirements of undergraduate programmes, and most of them used alternative Chinese Language qualifications, including the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level (Chinese) Examinations. Moreover, among the 1 206 NCS students, 323 received offers through the Joint University Programmes Admissions System. It is our established practice that the breakdown of the levels attained by individual groups of students will not be released to avoid any labelling effect and piece-meal interpretation or

misinterpretation of the results. It has only been some 4 years since the implementation of the "Learning Framework" and other support measures in the 2014/15 school year. It takes time for these measures to take root and create a sustainable impact. It is expected that the Chinese proficiency of NCS students (especially those who have started learning the Chinese language at kindergarten level) will gradually improve.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2398)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding students of the Diploma Yi Jin programme, what is their age distribution? How many students have completed the entire programme? On completion of the Diploma Yi Jin programme, in how many years, on average, can they secure a job?

	15-19	20-24	25-29	30-39	40-49	50-59	60+
No. of students of the Diploma Yi Jin programme							
Percentage of students having completed the programme							
Average number of years needed to secure a job							

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 45)

Reply:

In the 2017/18 academic year, the Diploma Yi Jin (DYJ) programme had an enrollment of 5 252 students (including full-time and part-time students [note]). Of these students, 3 689 (about 70%) completed their study within the same academic year. For the rest of them, about 10 percent withdrew from the programme and about 20 percent were unable to complete the entire programme within the same academic year for various reasons (for example, failing examinations of individual subjects). The Education Bureau does not maintain figures on the age distribution of students of the DYJ programme.

The Federation for Self-financing Tertiary Education conducts an annual tracking survey on full-time students of the DYJ programme approximately 6 months after their graduation. Regarding full-time graduates of the 2017/18 academic year, about 43 percent of the

respondents took up employment upon completing the programme, while about 39 percent of the respondents pursued further studies.

Note: Part-time enrollment is presented in full-time-equivalent terms by dividing the product of the total part-time enrollment headcount and the contact hours of courses enrolled by part-time students by the total hours of study required for graduation under the DYJ programme, i.e. 600 hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2399)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned on pages 372 and 375 of Volume I that the Education Bureau will provide Enhanced School-based Speech Therapy Services (SBSTS) to all public sector primary schools to allow more comprehensive SBSTS by creating school-based speech therapist (SBST) posts for clusters of schools by phases in 3 years starting from the 2019/20 school year. In this connection, would the Administration inform this Committee:

(1) of the number of Specialists (Education Services) with speech therapist qualifications among the personnel currently carrying out on-site supervision of speech therapists' work in schools;

(2) of the number of personnel (Inspectors) without speech therapist qualifications among the personnel currently carrying out on-site supervision of speech therapists' work in schools;

(3) whether the Inspectors conduct speech assessment or administer treatment when interviewing students;

(4) of the total number of registered speech therapists in Hong Kong;

(5) of the respective number of speech therapists who are (i) practising in private enterprises, (ii) employed by non-governmental organisations, and (iii) appointed directly by schools among the existing school-stationed speech therapists in primary and secondary schools;

(6) of the estimated number of speech therapists required by primary and secondary schools upon introduction of SBSTS;

(7) of the estimated number of speech therapists required by each special school upon introduction of SBSTS;

(8) whether working guidelines are established and scope of responsibilities is defined for speech therapists under SBSTS; if yes, what are the details?

(9) whether special schools will continue to appoint part-time speech therapists upon introduction of SBSTS; if they will, what is the number?

(10) of the estimated annual recurrent expenditure upon introduction of SBSTS.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 47)

Reply:

(1) to (3)
Under the integrated education (IE) policy, inspectors of the Education Bureau (EDB) who have received training in special education, pay regular visits to schools to render professional advice on matters in relation to IE culture, policies, support measures, teaching strategies, resource deployment, home-school co-operation, etc.. Take the school-based speech therapy service (SBSTS) as an example, inspectors offer recommendations on schools' arrangements of implementation of measures, resource deployment, and co-ordination with other measures, etc. Specialists (Education Services) (Speech Therapy) of the EDB are with speech therapist (ST) qualifications, and they give professional advice to schools on the prevention, remediation, and development of SBSTS. They also provide professional support for school-based speech therapists (SBSTs), which includes discussing with SBSTs on complicated cases, observing speech therapy sessions in schools, understanding the treatment progress and exploring treatment directions of individual students. In addition, the Specialists give advice to schools on the professional performance of SBSTs. At present, there are 12 Specialists (Education Services) (Speech Therapy) in the EDB.

(4)
The Department of Health conducts Health Manpower Surveys (HMS) on a regular basis to obtain up-to-date information on the characteristics and employment status of healthcare personnel practising in Hong Kong. According to the latest 2014 HMS on the 16 types of healthcare personnel included in the health services functional constituency, a total of 641 STs were employed by the covered institutions.

At present, STs are not subject to statutory registration of the medical professionals. In April 2018, a full accreditation status has been granted to the Hong Kong Institute of Speech Therapists under the Pilot Accredited Registers Scheme for Healthcare Professions, authorising the institute as the accredited healthcare professional body responsible for administering a register for the ST profession. As at December 2018, there are 150 voluntarily registered STs on the register.

In addition, local universities offer undergraduate and master programmes in training STs every year. According to the information we gathered from these universities, there were 90, 115 and 108 ST graduates from these courses respectively in the past 3 years (that is from 2016 to 2018).

(5)
In the 2018/19 school year, 46 public sector mainstream primary and secondary schools in the form of clusters or on their own employed a total of 15 SBSTs. 35 schools have procured SBSTS from 14 non-governmental organisations. The remaining schools have utilised the Enhanced Speech Therapy Grant or Learning Support Grant to procure related services from private companies. The EDB has not collected information regarding the number of STs providing SBSTS.

(6) and (10)
Starting from the 2019/20 school year, the EDB will implement the Enhanced SBSTS to create SBST posts in public sector mainstream primary and secondary schools by phases in 3 years. Most of the schools will form a cluster of two schools to employ a SBST. After the full implementation of the Enhanced SBSTS, it is estimated that about 420 SBST posts will have created in the public sector mainstream primary and secondary schools. The estimated recurrent annual expenditure is about $320 million.

(8)
Schools are required to refer to the Guide on School-based Speech Therapy Service in setting out working guidelines and duties for SBSTs. This Guide is also applicable to the Enhanced SBSTS. SBSTs provide SBSTS to schools in the domains of prevention, remediation and development at student, parent, teacher and school support levels, through different modes including consultation services, individual or group therapy, training for teachers and parents, etc.. Under the Enhanced SBSTS, SBSTs will become a member of the schools. They will have more opportunities for closer collaboration with the special educational needs coordinators, student support team members, school-based educational psychologists, social workers, and guidance personnel, etc., to jointly enhance the support at the school and teacher levels in order to provide more stable, sustainable and comprehensive services to help students with speech and language impairment.

(7) and (9)
In the 2018/19 school year, apart from the related services of the Hospital School which are provided by the hospitals concerned, the remaining 59 aided special schools are provided with 1 to 6 ST posts, depending on the school type and approved number of classes, in which, 3 of these schools are provided with 2.5 ST posts in accordance with their number of classes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0804)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students, please provide:

(a) the number of students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2016/17, 2017/18 and 2018/19;

(b) the number of ethnic minority students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2016/17, 2017/18 and 2018/19 disaggregated by ethnicity;

(c) the number of non-Chinese speaking students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2016/17, 2017/18 and 2018/19 disaggregated by their home language;

(d) the number of students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school years 2016/17, 2017/18 and 2018/19;

(e) the number of ethnic minority students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school years 2016/17, 2017/18 and 2018/19 disaggregated by ethnicity;

(f) the number of non-Chinese speaking students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school years 2016/17, 2017/18 and 2018/19 disaggregated by their home language; and

(g) the reasons if information is not available and in this regard, will the EDB start collecting this information if it has not started doing so already, beginning 2018/2019 school year?

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 35)

Reply:

(a) According to the information collected through the annual Student Enrolment Survey, the number of students by level and by grade studying in kindergartens, public sector schools and Direct Subsidy Scheme (DSS) primary and secondary schools in the 2016/17, 2017/18 and 2018/19 school years is tabulated at Annex A.

(b) & (c) The number of ethnicity minority students studying at different grade levels in kindergartens and the number of non-Chinese speaking (NCS) ethnic minority students studying at different grade levels in public sector schools and DSS schools in the 2016/17, 2017/18 and 2018/19 school years are tabulated at Annex B. The number of NCS students by level and by grade studying in kindergartens, public sector schools and DSS schools in the 2016/17, 2017/18 and 2018/19 school years is tabulated at Annex C. The data provided in 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.

(d) As regards the University Grants Committee (UGC)-funded sector, the number of local students enrolled in full-time post-secondary programmes is 75 708, 75 815 and 75 404 (provisional) in the 2016/17, 2017/18 and 2018/19 academic years respectively. A breakdown by level of study (i.e. sub-degree and undergraduate) and by university is at Annex D. The statistics on the number of students enrolled in full-time locally-accredited self-financing post-secondary programmes in the respective academic years are at Annex E.

(e) to (g) Eligible applicants, irrespective of their race and language spoken at home, have equal opportunities to be admitted to post-secondary programmes (including sub-degree and undergraduate programmes offered by UGC-funded universities and self-financing institutions). In the 2016/17, 2017/18 and 2018/19 academic years, 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 full-time post-secondary programmes is 283, 352 and 388 (provisional) respectively. As for self-financing post-secondary institutions, we do not collect the relevant information on local NCS students.

Number of students
by level and by grade in the 2016/17, 2017/18 and 2018/19 school years

Level	Grade	2016/17 school year	2017/18 school year	2018/19 school year
Pre-primary (K1 to K3)	K1	57 355	59 350	58 168
	K2	65 769	58 481	59 978
	K3	60 908	63 316	56 256
	K1-K3	184 032	181 147	174 402
Primary (Primary 1 to 6)	P1	52 021	55 185	56 222
	P2	51 115	52 099	55 008
	P3	51 956	51 430	52 077
	P4	50 588	52 414	51 713
	P5	47 224	50 635	52 224
	P6	44 904	47 284	50 406
	P1-P6	297 808	309 047	317 650
Secondary (Secondary 1 to 6)	S1	50 554	51 642	53 629
	S2	50 601	50 440	51 337
	S3	52 407	50 474	49 902
	S4	54 345	51 661	49 524
	S5	55 084	51 230	48 507
	S6	51 974	51 658	48 127
	S1-S6	314 965	307 105	301 026

Notes:
1. Figures refer to the position as at September of the respective school years.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres. Figures cover both local and non-local kindergartens.
3. Figures for primary and secondary levels cover students studying in public sector schools and Direct Subsidy Scheme schools but do not include special schools.

Annex B

Number of ethnic minority students by ethnicity studying at different grade levels in kindergartens in the 2016/17 school year

Kindergartens

	K1	K2	K3
Indonesian	39	33	31
Filipino	199	191	194
Indian	463	473	306
Pakistani	468	539	508
Nepalese	334	316	328
Japanese	282	260	196
Thai	34	35	38
Korean	105	149	56
Other Asian	125	126	87
White	1 189	1 258	804
Others	592	604	346
Total	3 830	3 984	2 894

Number of non-Chinese speaking ethnic minority students by ethnicity studying at different grade levels in primary and secondary schools in the 2016/17 school year

Primary schools

	P1	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	25	27	26	21	14	15
Filipino	214	211	220	230	221	213
Indian	134	169	149	166	177	175
Pakistani	473	507	557	542	536	506
Nepalese	324	341	296	272	227	211
Japanese	25	27	18	15	16	12
Thai	18	27	29	30	23	34
Korean	6	14	14	9	6	4
Other Asian	26	40	45	58	27	31
White	134	112	101	104	66	50
Others	73	75	63	57	54	52
Total	1 452	1 550	1 518	1 504	1 367	1 303

Secondary schools

	S1	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	16	15	11	12	7	11
Filipino	239	284	277	251	243	214
Indian	199	210	221	182	204	185
Pakistani	521	546	509	465	460	389
Nepalese	262	243	238	213	210	198
Japanese	17	7	9	9	9	8
Thai	36	31	21	12	26	8
Korean	16	9	9	9	7	5
Other Asian	52	54	29	37	22	19
White	55	44	33	36	29	20
Others	88	80	64	87	65	37
Total	1 501	1 523	1 421	1 313	1 282	1 094

Number of ethnic minority students by ethnicity studying at different grade levels in kindergartens in the 2017/18 school year

Kindergartens

	K1	**K2**	**K3**
Indonesian	49	41	42
Filipino	222	233	203
Indian	452	487	339
Pakistani	446	507	519
Nepalese	315	342	319
Japanese	268	239	220
Thai	47	39	36
Korean	110	123	71
Other Asian	139	152	115
White	1 198	1 203	778
Others	550	600	369
Total	3 796	3 966	3 011

Number of non-Chinese speaking ethnic minority students by ethnicity studying at different grade levels in primary and secondary schools in the 2017/18 school year

Primary schools

	P1	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	27	29	26	29	19	12
Filipino	191	232	215	230	238	222
Indian	152	145	177	152	164	175
Pakistani	514	514	521	571	553	536
Nepalese	322	321	343	298	268	224
Japanese	20	26	25	14	15	16
Thai	24	26	32	29	33	27
Korean	17	7	10	15	11	6
Other Asian	25	28	42	45	56	28
White	116	137	112	91	88	56
Others	91	75	76	64	53	53
Total	1 499	1 540	1 579	1 538	1 498	1 355

Secondary schools

	S1	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	14	21	16	12	13	6
Filipino	249	234	294	282	233	237
Indian	228	209	215	222	168	198
Pakistani	591	515	590	506	416	440
Nepalese	230	258	245	248	182	195
Japanese	19	13	9	8	7	10
Thai	38	42	25	17	13	23
Korean	14	13	9	10	10	5
Other Asian	64	42	43	35	36	20
White	56	45	36	33	24	24
Others	123	89	87	68	71	59
Total	1 626	1 481	1 569	1 441	1 173	1 217

Number of ethnic minority students by ethnicity studying at different grade levels in kindergartens in the 2018/19 school year

Kindergartens

	K1	**K2**	**K3**
Indonesian	38	51	45
Filipino	198	206	223
Indian	451	448	381
Pakistani	452	468	493
Nepalese	339	334	320
Japanese	268	224	185
Thai	37	46	36
Korean	120	126	73
Other Asian	130	126	97
White	1 202	1 237	867
Others	620	695	386
Total	3 855	3 961	3 106

Number of non-Chinese speaking ethnic minority students by ethnicity studying at different grade levels in primary and secondary schools in the 2018/19 school year

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	37	31	30	28	28	20
Filipino	201	198	235	211	229	236
Indian	193	153	155	173	159	155
Pakistani	493	549	538	526	570	552
Nepalese	312	321	319	346	292	262
Japanese	30	20	24	22	13	14
Thai	24	28	26	31	30	37
Korean	18	14	7	11	13	10
Other Asian	39	28	29	44	42	49
White	114	112	120	92	81	72
Others	95	99	64	74	57	54
Total	1 556	1 553	1 547	1 558	1 514	1 461

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	16	15	23	16	13	11
Filipino	228	240	241	295	260	223
Indian	237	229	217	216	210	158
Pakistani	608	576	501	586	458	396
Nepalese	232	218	261	241	217	168
Japanese	20	18	16	7	9	6
Thai	28	35	38	24	19	10
Korean	13	16	12	5	9	10
Other Asian	61	48	28	47	25	30
White	40	42	48	39	23	21
Others	129	111	96	90	53	64
Total	1 612	1 548	1 481	1 566	1 296	1 097

Notes:

1. Figures refer to the positions as at September of the respective school years.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres. Figures cover both local and non-local kindergartens.
3. Figures for pre-primary level cover ethnic minority students regardless of their spoken language.

4. Figures for primary and secondary levels cover students studying in public sector schools and Direct Subsidy Scheme schools but do not include students in special schools.
5. 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 for primary and secondary schools have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

Number of non-Chinese speaking students by spoken language at home studying at different grade levels in kindergartens, primary and secondary schools in the 2016/17 school year

Kindergartens

	K1	**K2**	**K3**
Indonesian	25	24	15
Filipino	131	116	106
Hindi	314	307	219
Urdu	422	499	471
Nepali	322	302	311
Japanese	288	255	186
Thai	23	24	21
Korean	96	123	55
Other Asian and Oceanian languages	55	53	41
English	2 544	2 712	1 380
Other European languages	224	249	257
Others	33	24	13
Total	4 477	4 688	3 075

Primary schools

	P1	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	17	21	22	16	9	9
Filipino	114	108	95	101	99	105
Hindi	99	132	117	99	109	117
Urdu	402	441	487	461	444	441
Nepali	294	298	274	238	198	168
Japanese	28	26	21	15	21	13
Thai	18	27	26	31	27	34
Korean	6	11	12	7	5	4
Other Asian and Oceanian languages	31	41	39	59	40	41
English	517	493	484	527	456	425
Other European languages	23	21	19	14	18	10
Others	25	24	21	25	25	21
Total	1 574	1 643	1 617	1 593	1 451	1 388

Secondary schools

	S1	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	11	7	16	11	5	8
Filipino	71	124	98	97	117	92
Hindi	91	97	86	76	84	72
Urdu	408	431	418	381	381	332
Nepali	202	202	202	185	193	183
Japanese	12	6	9	12	9	14
Thai	32	30	26	16	25	15
Korean	12	8	12	8	10	7
Other Asian and Oceanian languages	96	86	71	47	44	52
English	664	590	542	567	500	399
Other European languages	8	23	8	20	26	25
Others	41	29	35	34	58	62
Total	1 648	1 633	1 523	1 454	1 452	1 261

Number of non-Chinese speaking students by spoken language at home studying at different grade levels in kindergartens, primary and secondary schools in the 2017/18 school year

Kindergarten

	K1	**K2**	**K3**
Indonesian	29	31	29
Filipino	115	158	106
Hindi	291	317	259
Urdu	415	484	493
Nepali	277	305	287
Japanese	257	236	206
Thai	31	25	26
Korean	96	107	69
Other Asian and Oceanian languages	52	68	57
English	2 696	2 710	1 446
Other European languages	215	213	217
Others	31	32	23
Total	4 505	4 686	3 218

Primary schools

	P1	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	20	16	21	25	14	10
Filipino	84	116	107	101	104	98
Hindi	101	105	133	112	100	106
Urdu	417	428	459	514	476	456
Nepali	289	293	296	270	235	193
Japanese	17	31	25	18	16	20
Thai	23	24	31	28	33	28
Korean	13	5	8	12	10	4
Other Asian and Oceanian languages	40	34	48	45	56	44
English	578	569	503	481	510	429
Other European languages	15	19	20	19	9	14
Others	28	30	19	19	20	28
Total	1 625	1 670	1 670	1 644	1 583	1 430

Secondary schools

	S1	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	7	17	8	8	13	5
Filipino	103	72	121	100	88	108
Hindi	95	100	96	85	74	86
Urdu	485	429	482	432	349	374
Nepali	184	199	210	218	158	180
Japanese	15	12	9	6	14	11
Thai	39	37	25	25	21	22
Korean	15	15	9	13	9	8
Other Asian and Oceanian languages	101	81	81	87	53	38
English	671	604	582	532	514	471
Other European languages	16	15	19	16	24	22
Others	41	39	30	38	59	58
Total	1 772	1 620	1 672	1 560	1 376	1 383

Number of non-Chinese speaking students by spoken language at home studying at different grade levels in kindergartens, primary and secondary schools in the 2018/19 school year

Kindergartens

	K1	**K2**	**K3**
Indonesian	31	40	25
Filipino	104	107	126
Hindi	306	292	275
Urdu	413	428	457
Nepali	315	302	295
Japanese	270	216	190
Thai	25	32	30
Korean	106	110	69
Other Asian and Oceanian languages	70	65	53
English	2 793	2 996	1 643
Other European languages	232	230	246
Others	33	34	9
Total	4 698	4 852	3 418

Primary schools

	P1	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	22	24	19	20	26	13
Filipino	82	83	105	99	93	100
Hindi	95	91	93	107	102	89
Urdu	406	450	444	461	508	467
Nepali	264	278	290	302	256	217
Japanese	12	17	30	24	14	16
Thai	23	27	25	32	29	36
Korean	14	9	5	8	9	8
Other Asian and Oceanian languages	48	46	38	56	48	54
English	673	604	578	485	492	511
Other European languages	22	16	18	17	19	9
Others	37	27	31	31	23	22
Total	1 698	1 672	1 676	1 642	1 619	1 542

Secondary schools

	S1	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	8	7	14	9	10	12
Filipino	79	100	81	118	85	78
Hindi	100	93	107	93	94	64
Urdu	529	472	424	483	390	333
Nepali	193	178	201	205	189	152
Japanese	20	15	13	7	9	13
Thai	30	31	34	23	28	18
Korean	11	15	13	5	11	8
Other Asian And Oceanian languages	86	93	68	91	77	66
English	637	633	611	576	515	467
Other European languages	20	12	15	25	27	25
Others	30	36	34	27	56	49
Total	1 743	1 685	1 615	1 662	1 491	1 285

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. Figures cover both local and non-local kindergartens.
4. Figures for primary and secondary levels cover students studying in public sector schools and Direct Subsidy Scheme schools but do not include special schools.

Annex D

Local student enrolment of full-time UGC-funded sub-degree and undergraduate programmes by level of study and university in the 2016/17, 2017/18 and 2018/19 academic years

University	2016/17 academic year			2017/18 academic year			2018/19 academic year		
	Level of Study (Headcount)			Level of Study (Headcount)			Level of Study (Headcount)		
	Sub-degree	Undergraduate	Total	Sub-degree	Undergraduate	Total	Sub-degree	Undergraduate	Total
City University of Hong Kong	903	11 122	12 025	782	11 202	11 984	674	11 215	11 889
Hong Kong Baptist University	-	5 979	5 979	-	6 068	6 068	-	6 189	6 189
Lingnan University	-	2 455	2 455	-	2 376	2 376	-	2 349	2 349
The Chinese University of Hong Kong	-	14 569	14 569	-	14 826	14 826	-	14 924	14 924
The Education University of Hong Kong	654	3 325	3 979	707	3 316	4 023	747	3 304	4 051
The Hong Kong Polytechnic University	2 131	13 131	15 262	1 570	13 102	14 672	1 060	12 966	14 026
The Hong Kong University of Science and Technology	-	7 765	7 765	-	8 005	8 005	-	8 136	8 136
The University of Hong Kong	-	13 674	13 674	-	13 861	13 861	-	13 840	13 840
Total	3 688	72 020	75 708	3 059	72 756	75 815	2 481	72 923	75 404

Notes:

1. Figures for the 2018/19 academic year are provisional.
2. Figures for sub-degree programmes cover associate degree and higher diploma programmes.
3. "-" denotes no relevant programmes were offered.

Annex E

Enrolment of full-time locally-accredited self-financing sub-degree and undergraduate programmes by level of study and institution in the 2016/17, 2017/18 and 2018/19 academic years

Institutions	2016/17 academic year			2017/18 academic year			2018/19 academic year		
	Enrolment			Enrolment			Enrolment (Note 1)		
	Sub-degree	Undergraduate (Note 2)	Total	Sub-degree	Undergraduate (Note 2)	Total	Sub-degree	Undergraduate (Note 2)	Total
Caritas Bianchi College of Careers	284	-	284	307	-	307	272	-	272
Caritas Institute of Community Education	157	-	157	149	-	149	106	-	106
Caritas Institute of Higher Education	320	1 095	1 415	265	1 269	1 534	284	1 374	1 658
Centennial College	-	371	371	-	212	212	-	136	136
Chu Hai College of Higher Education	-	974	974	-	821	821	-	625	625
City University of Hong Kong and its School of Continuing and Professional Education and Community College/UOW College Hong Kong	6 217	1 245	7 462	5 936	1 368	7 304	5 399	1 383	6 782
Gratia Christian College	-	60	60	6	77	83	19	97	116
The Hang Seng University of Hong Kong	-	4 531	4 531	-	4 869	4 869	-	4 737	4 737
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 138	-	2 138	1 785	-	1 785	1 818	-	1 818
Hong Kong Art School	75	104	179	70	98	168	63	91	154
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	3 542	2 175	5 717	3 236	2 213	5 449	3 344	2 363	5 707
Hong Kong College of Technology and its HKCT Institute of Higher Education	415	@	415	392	@	392	413	@	413
Hong Kong Institute of Technology	491	300	791	344	349	693	311	376	687
Hong Kong Nang Yan College of Higher Education	12	50	62	1	47	48	-	80	80
Hong Kong Shue Yan University	-	4 454	4 454	-	4 151	4 151	-	4 114	4 114
The Community College at Lingnan University and Lingnan Institute of Further Education	938	-	938	930	-	930	973	-	973

Institutions	2016/17 academic year			2017/18 academic year			2018/19 academic year		
	Enrolment			Enrolment			Enrolment (Note 1)		
	Sub-degree	Undergraduate (Note 2)	Total	Sub-degree	Undergraduate (Note 2)	Total	Sub-degree	Undergraduate (Note 2)	Total
Savannah College of Art and Design Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	553	553	-	583	583	-	648	648
School of Continuing and Professional Studies, the Chinese University of Hong Kong	1 881	165	2 046	1 694	98	1 792	1 679	90	1 769
The Education University of Hong Kong	92	1 439	1 531	-	1 344	1 344	-	1 182	1 182
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	7 373	3 500	10 873	9 419	3 110	12 529	9 433	2 644	12 077
The Hong Kong University of Science and Technology	-	120	120	-	142	142	-	144	144
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	1 773	9 233	11 006	1 579	9 113	10 692	1 612	9 368	10 980
HKU School of Professional and Continuing Education and HKU SPACE Community College	5 185	804	5 989	4 800	507	5 307	5 759	392	6 151
Tung Wah College	318	1 975	2 293	431	1 935	2 366	475	2 053	2 528
Vocational Training Council	5 527	4 449	9 976	4 469	4 954	9 423	3 748	5 174	8 922
Yew Chung College of Early Childhood Education	213	-	213	177	-	177	172	32	204
YMCA College of Careers	57	-	57	41	-	41	26	-	26

Notes:

1. Figures are the provisional figures as at end of December 2018. The final actual enrolment may vary.
2. Figures include students of first-year-first-degree programmes, top-up degree programmes and those receiving subsidy under the Study Subsidy Scheme for Designated Professions/Sectors.
3. "-" denotes no relevant programmes were offered.
4. "@" Figures are not available from the institutions.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0807)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the support for non-Chinese speaking students at the kindergarten level from 2016/17 to 2018/19, please list out the supporting programs in kindergartens with the following details:

Name of the support programmes	NGOs or institutions involved	Name of project	Funding source	Aim of the project	Duration of project	Number of schools, students and/or parents involved	Publications and whether they are accessible to the public. If yes, where are they located physically or on the website? If not, why not?

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 38)

Reply:

In the past 3 years (2016/17, 2017/18 and 2018/19 school years), the Hong Kong Christian Service and the Hong Kong Sheng Kung Hui Lady MacLehose Centre organised, through the funding support of the Education Bureau's Language Fund, 3 Chinese Language

Support Programmes for non-Chinese Speaking (NCS) children aged 3 to 9 in the territory, namely "Happy Chinese Learning Project", "Learning, Drawing & Pronunciation for Fun – Supporting NCS Children in Learning Chinese" and "S (Singing & Stories) for Fun – Supporting NCS Children in Learning Chinese". Each programme lasted for 2 years and enhanced NCS children's motivation in learning Chinese through fun activities such as visits, games and creative arts. About 400 NCS children benefited from the programmes each school year and about half of them were NCS children studying in kindergartens. In addition, under the University-School Support Programmes financed by the Education Development Fund, the University of Hong Kong implemented 2 projects, namely "Effective Student Transition: Facilitating the Learning of the Chinese Language of NCS Kindergarten (K3) Students in the Transition to Primary School" and "Transition and Growth: Effective Learning and Teaching of Chinese for Multicultural Students", which lasted for 2 years and 1 year and 7 months respectively, to provide kindergartens and primary schools with school-based professional support to enhance teachers' capabilities in teaching Chinese to NCS children. These 2 projects provided support to 11 and 20 kindergartens respectively. There were no publications for the 2 programmes mentioned above.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0300)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The National Anthem Bill, which is under scrutiny by the Legislative Council, requires, among others, the Secretary for Education to give directions for the inclusion of the national anthem in primary and secondary education. For the current year, has provision been earmarked or have specific plans been drawn up for fulfilling the statutory requirements upon passage of the Bill? The requirements include supporting primary and secondary schools in delivering education that promotes the background of and respect for the national anthem.

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 13)

Reply:

It is an inherent responsibility of school education to enable students to learn and respect the national anthem as well as to cultivate in them a sense of national identity. The learning contents of the national anthem have already been incorporated into the local subject curricula (such as General Studies at the primary level and Music at the primary and secondary levels) and in Moral, Civic and National Education. The Education Bureau (EDB) has all along been providing support measures (e.g. arranging learning activities for students, providing professional development programmes for school heads and teachers, and developing learning and teaching resources etc.) to meet the needs of curriculum development of different subjects/themes. The relevant expenditure is subsumed under the recurrent expenditure of the EDB. To support the implementation of the National Anthem Bill, the EDB will supplement and update learning and teaching resources in a timely manner to assist the learning and teaching of the National Anthem in primary and secondary schools. As curriculum development is an integral part of day-to-day work of the EDB, the reservation of additional expenditure is not required.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2726)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), will the government inform this Council:

1. The number of non-Chinese speaking applicants and relevant disciplines each year for 2014/15 to 2018/19 school years.

2. The number of non-Chinese speaking local students admitted to SSSDP programmes using the DSE (Chinese) qualification through JUPAS for 2014/15 to 2018/19 school years.

3. The respective number of non-Chinese speaking local students admitted to SSSDP programmes through JUPAS using each of the alternative Chinese qualifications, namely GCE (A-Level), GCE (AS Level), GCSE and IGCSE for 2014/15 to 2018/19 school years.

4. The number of all local students admitted to SSSDP programmes for 2014/15 to 2018/19 school years.

Asked by: Hon WAN Siu-kin, Andrew (LegCo internal reference no.: 18)

Reply:

1. The Government has launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) from the 2015/16 academic year. Subsidised places under the SSSDP are mainly allocated through the Joint University Programmes Admissions System (JUPAS). The Education Bureau (EDB) does not have information about the number of non-Chinese speaking applicants and the disciplines they applied for.

2. and 3.

According to the records of participating institutions, the respective number of local non-Chinese speaking students who have been admitted to the first year of designated programmes under the SSSDP through JUPAS with the Hong Kong Diploma of Secondary Education (Chinese Language) (DSE(Chinese Language)) qualification or alternative Chinese language qualifications (such as the General Certificate of Education (Advanced Level) (GCE (A-Level)), the General Certificate of Education (Advanced Subsidiary) (GCE(AS Level)), the General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE)) from the 2015/16 to 2018/19 academic years are as follows:

Academic Year	DSE (Chinese Language)	Alternative Chinese Language Qualifications			
		GCE (A-Level)	GCE (AS Level)	GCSE	IGCSE
2015/16	0	0	0	2	0
2016/17	0	2	0	3	0
2017/18	0	0	1	4	0
2018/19	0	3	3	10	0

4. As announced in the 2017 Policy Address, SSSDP is regularised from the 2018/19 academic year with an increase in the number of subsidised places from about 1 000 to about 3 000 per cohort. From the 2015/16 to 2018/19 academic years, the number of local students who have been admitted to the first year of designated programmes under the SSSDP are 913, 991, 974 and 1 817 respectively.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2727)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

1. The number of ethnic minority students in each of the member institutions of the Vocational Training Council in the school years 2015/16 to 2018/19 disaggregated by ethnicity and the respective subsidy involved;

2. The number of ethnic minority students enrolled in each programme (both dedicated and non-dedicated to NCS students) in the Vocational Training Council in the school years 2015/16 to 2018/19 disaggregated by ethnicity and programme.

Asked by: Hon WAN Siu-kin, Andrew (LegCo internal reference no.: 19)

Reply:

Apart from offering a variety of vocational and professional education and training programmes, the Vocational Training Council (VTC) also provides programmes designated for non-Chinese speaking (NCS) students for local ethnic minority students. The VTC is unable to provide information on the total number of NCS students disaggregated by ethnicity in each member institution and in each programme or the respective amount of subsidy involved. Based on data available, a breakdown of the number of NCS students by major ethnic groups from the 2015/16 to 2018/19 academic years is given below:

Ethnicity	**2015/16 academic year**	**2016/17 academic year**	**2017/18 academic year**	**2018/19 academic year** (Provisional)
Pakistani	113	128	118	125
Nepalese	97	103	119	106
Filipino	76	90	95	85
Indian	45	51	55	47
Thai	12	12	14	10
Others (Note 1)	70	78	111	103

Note 1: Including other ethnic minorities, such as white, Indonesian, Korean, Japanese and Vietnamese.

Note 2: Students attending programmes of short duration that are also designed for NCS students are not required to provide the VTC with information about their ethnicity.

The number of local NCS students in the academic years from 2015/16 to 2018/19 by programme type is set out below:

Type of programme	**2015/16 academic year**	**2016/17 academic year**	**2017/18 academic year**	**2018/19 academic year** (Provisional)
Undergraduate Degree	23	36	45	50
Higher Diploma	153	178	208	201
Diploma of Foundation Studies/Foundation Diploma	151	162	179	127
Diploma/Certificate of Vocational Education	86	86	80	98

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1536)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In 2019-20, the Education Bureau will introduce a new pilot incentive with a non-recurrent funding of $108 million to employers participating in the workplace assessment under the Training and Support Scheme. Would the Bureau advise this Committee of the following:

(1) the timetable for implementing the pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme;

(2) the industries the employers in which will be encouraged to participate in the workplace assessment; and

(3) the initiatives to encourage employers to participate in the workplace assessment?

Asked by: Hon YIU Si-wing (LegCo internal reference no.: 37)

Reply:

The Government has implemented the Pilot Training and Support Scheme (the Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year. Under the collaboration of the Government and participating industries, the Scheme has integrated structured apprenticeship training and clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. The Scheme will be regularised from the 2019/20 academic year.

To evaluate trainees' abilities and performance in the workplace more effectively, the VTC will introduce a three-year pilot incentive to employers participating in workplace assessment under the Scheme as the Scheme is regularised. The incentive seeks to encourage employers who have joined the Scheme to participate in workplace assessment for trainees to facilitate training content adjustment more effectively for improving trainees'

work performance. Given that employers need to allocate resources for trainees, make available the equipment for and participate in the assessment of the competence of trainees, the Government will provide employers participating in the pilot incentive with a maximum subsidy of $36,000 (per trainee). Industries currently taking part in the pilot incentive include electrical and mechanical engineering and construction, printing, automobile, watch and clock, testing and certification, and aviation.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0992)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (102) Non-means-tested loan scheme
(202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Loan Schemes (NLS), will the Government advise this Committee on –

(i) the numbers of courses under the NLS;
(ii) the respective numbers of loan applications, the numbers of applicants who were approved loans and the amounts of loans disbursed in the past 5 years;
(iii) the respective amounts of loans repaid and the interest paid in the past 5 years;
(iv) the current number of borrowers defaulted on loan repayment and the amount in default, the highest debt age and the largest amount in default; and
(v) the respective numbers of successful write-off cases and the amounts involved in the past 5 years.

Asked by: Hon CHAN Hak-kan (LegCo internal reference no.: 57)

Reply:

(i) As at 31 January 2019, the respective numbers of courses under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows –

	Number of Courses
A. NLSFT	711
B. NLSPS	999
C. ENLS	2 623
Total	**4 333**

(ii) Information on student loans provided to students under the NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years is as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
A. NLSFT					
Number of applications	12 746	14 471	15 337	15 684	15 711
Number of applications approved	12 011	13 271	14 132	14 158	14 105
Total amount of loans disbursed ($ million)	398.59	425.23	446.79	465.91	452.96
B. NLSPS					
Number of applications	19 250	20 752	20 996	17 125	15 208
Number of applications approved	18 829	20 216	20 520	15 369	13 959
Total amount of loans disbursed ($ million)	708.04	792.14	827.93	701.90	539.28
C. ENLS					
Number of applications	7 287	6 883	6 908	7 079	5 214
Number of applications approved	7 287	6 883	6 908	7 079	4 965
Total amount of loans disbursed ($ million)	353.45	347.38	366.39	388.98	240.87
Total					
Number of applications	**39 283**	**42 106**	**43 241**	**39 888**	**36 133**
Number of applications approved	**38 127**	**40 370**	**41 560**	**36 606**	**33 029**
Total amount of loans disbursed ($ million)	**1,460.08**	**1,564.75**	**1,641.11**	**1,556.79**	**1,233.11**

* As at 31 January 2019

(iii) The total amounts of loans repaid and total amounts of interest paid for the loan repayment accounts under the NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
A. NLSFT					
Total amount of loans repaid ($ million)	227.94	230.26	254.81	274.66	153.79
Total amount of interest paid ($ million)	27.07	25.58	27.08	27.90	15.02

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
B. NLSPS					
Total amount of loans repaid ($ million)	392.07	396.63	448.29	491.31	264.49
Total amount of interest paid ($ million)	50.25	49.16	54.32	56.79	29.33
C. ENLS					
Total amount of loans repaid ($ million)	421.94	387.60	394.99	390.23	188.08
Total amount of interest paid ($ million)	51.25	44.76	44.66	42.68	19.88
Total					
Total amount of loans repaid ($ million)	**1,041.95**	**1,014.49**	**1,098.09**	**1,156.20**	**606.36**
Total amount of interest paid ($ million)	**128.57**	**119.50**	**126.06**	**127.37**	**64.23**

* As at 31 January 2019

(iv) The numbers of default cases^ and the amounts in default@ under the NLSFT, NLSPS and ENLS as at 31 January 2019 are as follows –

A. NLSFT	
Number of default cases	882
Amount in default ($ million)	13.23
B. NLSPS	
Number of default cases	2 213
Amount in default ($ million)	43.49
C. ENLS	
Number of default cases	4 859
Amount in default ($ million)	63.46
Total	
Number of default cases	**7 954**
Amount in default ($ million)	**120.18**

^ Cases with 2 or more consecutive overdue quarterly instalments / 6 or more consecutive overdue monthly instalments are regarded as default cases. The numbers of default cases as at 31 January 2019 include cases where loan borrowers started repayment in the 2018/19 academic year and the previous academic years but are still in default as at that date.

@ The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising in the 2018/19 academic year (as at 31 January 2019).

As at 31 January 2019, the debt ages of all default cases (excluding default cases against which legal recovery action had been initiated, loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement, or deferment / write-off applications being processed by the Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency) were within 1 year, and the largest amount in default was about $95,000.

(v) As student loans are funded by public money, SFO endeavours 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. Regarding the NLSFT, NLSPS and ENLS, the numbers of write-off cases and the amounts involved in the 2014/15 to 2018/19 academic years are as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
A. NLSFT					
Number of write-off cases^	5	5	2	1	0
Amount involved ($ million)	0.22	0.17	0.19	0.03	0.00
B. NLSPS					
Number of write-off cases^	4	2	3	4	1
Amount involved ($ million)	0.45	0.05	0.42	0.59	0.05
C. ENLS					
Number of write-off cases^	63	43	27	4	0
Amount involved ($ million)	1.99	1.21	0.84	0.22	0.00
Total					
Number of write-off cases^	**72**	**50**	**32**	**9**	**1**
Amount involved ($ million)	**2.66**	**1.43**	**1.45**	**0.84**	**0.05**

* As at 31 January 2019

^ A write-off case may involve more than 1 loan repayment account of 1 or more financial assistance scheme(s) administered by the SFO.

The outstanding student loans mentioned above were irrecoverable and written off mainly due to the decease of loan borrowers and the inability of their indemnifiers to repay the loans or bankruptcy of both the loan borrowers and their indemnifiers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2314)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (700) General non-recurrent

Item 807 One-off support grant for needy students in the 2019/20 School Year

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget speech that the Government will "provide to each student in need a one-off grant of $2,500 to support learning".

(1) What are the reasons for the Government to increase the grant from $2,000 last year to $2,500? Which groups of students from kindergartens, primary and secondary schools and post-secondary institutions will be benefitted? What are the details of the disbursement and claims?

(2) Will the Government consider expanding the coverage of the scheme so that all students in the territory will be benefitted? If not, what are the reasons? What are the specific difficulties or concerns involved?

(3) In recent years, the Macao Government has offered non-means-tested textbook allowances at various rates to students who are Macao residents receiving formal education from kindergartens to secondary schools. Another initiative of the Macao Government is the Learning Material Subsidy for Higher Education Students for which Macao residents studying in programmes from associate degrees to doctoral degrees, local or overseas, are eligible to apply. They can receive the allowances upon registration and approval. Will the Government, with reference to the experience of the Macao Government, conduct feasibility studies on engaging government agencies to centrally disburse a learning support subsidy to all students in the territory?

(4) At present, what measures does the Government have to support non-needy students and relieve the pressure of education expenses on them?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 19)

Reply:

Having regard to the economic outlook in the coming year and the Government's fiscal position, the Financial Secretary proposed in the 2019-20 Budget to introduce a series of relief measures, including a one-off grant of $2,500 to financially needy students. Target beneficiaries of the grant are: (i) students who are eligible to receive means-tested student financial assistance in the 2019/20 school year; and (ii) every eligible Comprehensive Social Security Assistance (CSSA) child from a child care centre or kindergarten, as well as student from a primary or secondary school. It is estimated that about 360 000 students will benefit from the proposed measure, including students covered by the means-tested student financial assistance schemes (involving about 40 000 pre-primary children, about 210 000 primary and secondary school students and about 40 000 tertiary students) and about 70 000 students receiving the CSSA. Eligible students will each receive automatically a one-off grant of $2,500 without any need to submit a separate application. It is expected that, upon passage of the Appropriation Bill 2019 by the Legislative Council, payment of the grant will be made starting from the third quarter of 2019 through the existing payment arrangement (i.e. normally through autopay to the designated bank accounts).

The one-off grant proposed by the Financial Secretary is a relief measure with resources targeting financially needy students and families. Its nature is the same as that of other measures which are aimed at helping low-income groups. The provision of a one-off grant of $2,500 to financially needy students is therefore an appropriate measure.

As regards education policies, the Government is committed to providing students with quality education. Shortly after assuming office, the Chief Executive introduced a number of measures to enhance the quality of education, involving a total of $3.6 billion. Subsequently, another series of new initiatives, involving a recurrent expenditure of $4.7 billion, were announced in the 2018 Policy Address. Since the current-term Government has taken office, its cumulative recurrent expenditure in this area has amounted to at least $8.3 billion, reflecting its determination to provide quality education. In recent years, the Government introduced various initiatives targeting all students in the territory, including the Life-wide Learning Grant, an increase in the teacher-to-class ratio, the Quality Kindergarten Education Scheme, the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong and the Study Subsidy Scheme for Designated Professions/Sectors. All these measures benefit all students in Hong Kong, including those who are not from needy families.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2108)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student Financial Assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

(1) Please provide the numbers of student beneficiaries in each school district under the Student Travel Subsidy Scheme in the past 3 years.

(2) Please provide the numbers of student beneficiaries in each school district under the School Textbook Assistance Scheme in the past 3 years.

(3) Please provide the numbers of student beneficiaries in each school district under the Subsidy Scheme for Internet Access Charges in the past 3 years.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 37)

Reply:

(1) The numbers of primary and secondary as well as post-secondary students receiving the student travel subsidy by school district in the 2016/17 to 2018/19 school years are detailed at Annex 1 and Annex 2.

(2) The numbers of primary and secondary students receiving school textbook assistance by school district in the 2016/17 to 2018/19 school years are detailed at Annex 3.

(3) The Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency and the Social Welfare Department disburse the internet access subsidies to eligible families. The subsidy is granted on a household basis rather than a student basis.

The numbers of family beneficiaries under the Subsidy Scheme for Internet Access Charges in the 2016/17 to 2018/19 school years are as follows:

	School Year		
	2016/17	**2017/18**	**2018/19 (as at 31 January 2019)**
Beneficiary families which are eligible for the Comprehensive Social Security Assistance	41 954	39 134	34 357
Beneficiary families which have passed SFO's means test	133 711	130 409	128 792
Total	**175 665**	**169 543**	**163 149**

As the internet access subsidy is granted on a household basis, the number of student beneficiaries by school district is not available.

Annex 1

Number of primary and secondary students receiving student travel subsidy
By school district from the 2016/17 to 2018/19 school years

School District	Number of primary and secondary students receiving student travel subsidy		
	2016/17 School Year	2017/18 School Year	2018/19 School Year (as at 31 January 2019)
Central & Western	2 061	2 015	1 920
Eastern	8 578	8 302	8 013
Islands	1 807	1 701	1 936
Southern	3 747	3 511	3 283
Wan Chai	2 283	2 224	2 073
Kowloon City	8 175	8 072	7 577
Kwun Tong	15 609	15 654	15 423
Sai Kung	6 059	5 871	5 687
Sham Shui Po	9 270	9 135	8 750
Wong Tai Sin	9 033	8 876	8 615
Yau Tsim Mong	4 815	4 623	4 545
North	11 489	11 707	11 390
Sha Tin	11 210	11 434	11 189
Tai Po	6 772	7 156	7 025
Kwai Tsing	12 205	11 756	11 306
Tsuen Wan	4 485	4 302	4 124
Tuen Mun	10 673	10 455	10 499
Yuen Long	16 153	16 102	15 773
Total	**144 424**	**142 896**	**139 128**

Annex 2

Number of post-secondary students receiving student travel subsidy
By school district from the 2016/17 to 2018/19 academic years

District where the campus of a tertiary institution is located	Number of post-secondary students receiving student travel subsidy		
	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year (as at 31 January 2019)
Central & Western	1 722	1 583	1 378
Eastern	2 869	2 168	1 883
Islands	N/A		
Southern	438	426	388
Wan Chai	956	730	446
Kowloon City	4 917	4 450	3 195
Kwun Tong	1 588	1 283	848
Sai Kung	3 608	3 138	2 310
Sham Shui Po	4 763	4 255	3 133
Wong Tai Sin	N/A		
Yau Tsim Mong	7 672	7 358	5 332
North	N/A		
Sha Tin	4 459	4 400	3 505
Tai Po	1 132	1 047	852
Kwai Tsing	2 123	1 833	1 256
Tsuen Wan	43	12	0
Tuen Mun	1 108	894	602
Yuen Long	N/A		
Total	**37 398**	**33 577**	**25 128**

Number of primary and secondary students receiving school textbook assistance
By school district from the 2016/17 to 2018/19 school years

School District	Number of primary and secondary students receiving school textbook assistance		
	2016/17 School Year	2017/18 School Year	2018/19 School Year (as at 31 January 2019)
Central & Western	2 319	2 339	2 434
Eastern	11 362	10 457	10 378
Islands	4 008	3 722	3 778
Southern	5 061	3 938	4 502
Wan Chai	3 007	2 607	2 418
Kowloon City	13 515	13 333	10 734
Kwun Tong	21 655	21 492	21 056
Sai Kung	10 087	9 239	9 253
Sham Shui Po	13 053	12 555	12 395
Wong Tai Sin	10 972	11 863	12 281
Yau Tsim Mong	7 094	6 808	6 487
North	15 380	15 539	15 275
Sha Tin	16 295	16 500	16 056
Tai Po	9 213	9 748	9 522
Kwai Tsing	18 034	17 272	16 634
Tsuen Wan	7 511	7 348	7 051
Tuen Mun	16 907	16 337	15 982
Yuen Long	22 843	22 424	21 779
Total	**208 316**	**203 521**	**198 015**

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2119)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (700) General non-recurrent

Item 807 One-off support grant for needy students in the 2019/20 School Year

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. It was proposed in the Budget that a one-off grant of $2,500 be provided to each student in need. How will the Government ensure that the grant will be used on supporting students' learning?

2. Will the Government consider expanding the coverage of the learning subsidy to support the learning needs of all local students in Hong Kong? If a grant of $2,500 be provided to each student in Hong Kong, what will be the estimated expenditure?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 48)

Reply:

Having regard to the economic outlook in the coming year and the Government's fiscal position, the Financial Secretary proposed in the 2019-20 Budget to introduce a series of relief measures, including a one-off grant of $2,500 to financially needy students. The one-off grant gives students flexibility and caters to their individual needs while providing them with suitable support. The estimated expenditure of providing the $2,500 grant to all students in Hong Kong depends on the definition of "student". If it refers to all those studying in non-profit-making and profit-making kindergartens, public sector, Direct Subsidy Scheme and private primary and secondary schools (including international schools) as well as all full-time post-secondary students, the total headcount will be about one million students, involving a sum of about $2.5 billion. As this is a relief measure with resources targeting financially needy students and families, its nature is the same as that of other measures which are aimed at helping low-income groups. The provision of a one-off grant of $2,500 to financially needy students is therefore an appropriate measure.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0721)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (700) General non-recurrent

Item 807 One-off support grant for needy students in the 2019/20 School Year

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

It was mentioned in paragraph 108 of this year's Budget that the Government will introduce a series of relief measures, including a one-off grant of $2,500 for each financially needy student in need to support their learning. The measure will involve an expenditure of about $890 million. In this connection, will the Government inform this Committee:

1. of the eligibility criteria and the expected number of beneficiaries of the above grant;
2. of the benchmark of setting the grant at $2,500;
3. why the Government, in considering the launch of the relevant scheme, refused to provide to all primary and secondary school students in Hong Kong the $2,500 grant, and whether the Government will consider providing the grant to all secondary and primary school students in Hong Kong, so as to support the learning of a greater number of students; and
4. whether the grant will be regularised and the grant level increased to alleviate the financial burden on families with students?

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 13)

Reply:

Having regard to the economic outlook in the coming year and the Government's fiscal position, the Financial Secretary proposed in the 2019-20 Budget to introduce a series of relief measures, including a one-off grant of $2,500 to financially needy students. Target beneficiaries of the grant are: (i) students who are eligible to receive means-tested student financial assistance in the 2019/20 school year; and (ii) every eligible Comprehensive Social Security Assistance (CSSA) child from a child care centre or kindergarten as well as student from a primary or secondary school. It is estimated that about 360 000 students will benefit from the proposed measure, including students covered by the means-tested student

financial assistance schemes (involving about 40 000 pre-primary children, about 210 000 primary and secondary school students and about 40 000 tertiary students) and about 70 000 school children receiving the CSSA. Eligible students will each receive automatically a one-off grant of $2,500 without any need to submit a separate application.

This is a relief measure with resources targeting financially needy students and families. Its nature is the same as that of other measures which are aimed at helping low-income groups. The provision of a one-off grant of $2,500 to financially needy students is therefore an appropriate measure.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2743)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please provide the following:

1. the relevant figures of the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) over the past 3 years, including the number of students eligible for fee remission, the level and total amount of fee remission, as well as the provision earmarked for KCFRS and the manpower arrangement for the coming year; and
2. regarding the Grant for School-related Expenses for Kindergarten Students (Grant-KG), (a) the relevant figures in each school year since the launch of the Grant-KG, including the numbers of applications and beneficiaries, as well as the average and total amounts of grant disbursed; (b) the school-related expenses covered by the grant; and (c) the provision earmarked for the Grant-KG and the manpower arrangement for the coming year.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 20)

Reply:

1. In the 2016/17 to 2018/19 school years (as at 31 January 2019), the numbers of beneficiaries under the KCFRS with a breakdown by level of fee remission and the total amount of subsidy disbursed are as follows –

School year	Breakdown of beneficiaries by level of fee remission			Total amount of subsidy disbursed ($ million)
	100%	75%	50%	
2016/17	23 885	3 535	14 112	616.0
2017/18#	14 437	2 263	8 688	276.0
2018/19# (As at 31 January 2019)	12 905	2 127	8 790	147.9

The numbers of beneficiaries under the KCFRS in the 2017/18 and 2018/19 school years do not include students who passed the means test but needed not pay school fees under the kindergarten education scheme.

The estimated expenditure of the KCFRS in the 2019/20 school year is around $312.8 million. As regards the manpower arrangement, please refer to part 2(c) of the reply.

2(a). The Grant-KG was launched in the 2017/18 school year. In the 2017/18 and 2018/19 school years (as at 31 January 2019), the numbers of applications and beneficiaries, as well as the average and total amounts of grant disbursed are as follows –

School year	Number of applications	Number of beneficiaries	Average amount of grant disbursed ($)	Total amount of grant disbursed ($ million)
2017/18	46 621	39 671	3,142	124.7
2018/19 (As at 31 January 2019)	44 012	35 997	3,129	112.6

(b) Since the 2017/18 school year, eligible families have been provided with the Grant-KG to defray school-related expenses incurred from their children's kindergarten education, such as the purchase of text books, stationery and school uniforms.

(c) The estimated expenditure of the Grant-KG in the 2019/20 school year is around $129.9 million. Regarding the manpower arrangement, applications for the KCFRS and the Grant-KG are processed by existing staff who handle the various financial assistance schemes for secondary, primary and pre-primary students. As at 31 January 2019, the number of staff involved was 196.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2755)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (102) Non-means-tested loan scheme
(202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

What are the respective amounts of study interest received by the Government under various Non-means-tested Loan Schemes (NLS) in the past 5 years? Please provide a breakdown by 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).

Moreover, please provide the respective numbers of applications, the numbers of applications approved, the average amounts of loans disbursed, the average interest rates, the average repayment periods, the average amounts of interest paid, the average amounts of loans repaid, the total amounts of loans disbursed, the total amounts of interest paid and the total amounts of loans repaid under various NLS in the past 5 years.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 32)

Reply:

The respective amounts of study interest received by the Government under the NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Scheme	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
	($ million)				
A. NLSFT	13.59	12.58	12.19	11.61	5.93
B. NLSPS	22.33	21.18	21.93	22.02	10.95
C. ENLS	21.48	18.36	17.13	14.89	6.41

* As at 31 January 2019

The information on student financial assistance provided to students under the NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years is as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
A. NLSFT					
Number of applications	12 746	14 471	15 337	15 684	15 711
Number of applications approved	12 011	13 271	14 132	14 158	14 105
Average amount of loans disbursed ($)	38,533	38,749	38,838	39,096	39,470
Total amount of loans disbursed ($ million)	398.59	425.23	446.79	465.91	452.96
B. NLSPS					
Number of applications	19 250	20 752	20 996	17 125	15 208
Number of applications approved	18 829	20 216	20 520	15 369	13 959
Average amount of loans disbursed ($)	57,289	59,528	60,424	54,567	48,812
Total amount of loans disbursed ($ million)	708.04	792.14	827.93	701.90	539.28
C. ENLS					
Number of applications	7 287	6 883	6 908	7 079	5 214
Number of applications approved	7 287	6 883	6 908	7 079	4 965
Average amount of loans disbursed ($)	53,254	54,904	57,808	60,495	51,633
Total amount of loans disbursed ($ million)	353.45	347.38	366.39	388.98	240.87

* As at 31 January 2019

The prevailing interest rate of the above 3 NLS is 1.257% per annum. 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 the NLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

We do not keep track of the students' repayment based on the academic year of their obtaining loans as students may complete their studies and hence commence loan repayment at different times.

The average annual amounts of interest paid, average annual amounts of loans repaid (interest included), total amounts of interest paid and total amounts of loans repaid for the loan repayment accounts under the NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
A. NLSFT					
Average annual amount of interest paid ($)	1,198.51	1,076.06	1,073.47	1,028.55	511.86
Average annual amount of loans repaid ($)	10,088.62	9,686.70	10,100.42	10,127.19	5,240.40
Total amount of interest paid ($ million)	27.07	25.58	27.08	27.90	15.02
Total amount of loans repaid ($ million)	227.94	230.26	254.81	274.66	153.79
B. NLSPS					
Average annual amount of interest paid ($)	1,544.00	1,386.01	1,416.02	1,347.00	674.13
Average annual amount of loans repaid ($)	12,045.85	11,183.15	11,686.96	11,653.09	6,078.77
Total amount of interest paid ($ million)	50.25	49.16	54.32	56.79	29.33
Total amount of loans repaid ($ million)	392.07	396.63	448.29	491.31	264.49
C. ENLS					
Average annual amount of interest paid ($)	796.93	715.06	742.65	739.17	342.41
Average annual amount of loans repaid ($)	6,560.28	6,191.50	6,568.69	6,757.84	3,239.82
Total amount of interest paid ($ million)	51.25	44.76	44.66	42.68	19.88
Total amount of loans repaid ($ million)	421.94	387.60	394.99	390.23	188.08

* As at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2758)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (700) General non-recurrent

Item 803 One-off support grant for needy students in the 2018/19 School Year

Item 807 One-off support grant for needy students in the 2019/20 School Year

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please advise on:

1. the numbers of kindergarten, primary, secondary and tertiary student beneficiaries under the one-off support grant for financially needy students in the 2018/19 school year, as well as the expenditures involved; and
2. the estimated numbers of kindergarten, primary, secondary and tertiary student beneficiaries under the one-off support grant for financially needy students in the 2019/20 school year, as well as the expenditures involved.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 35)

Reply:

1. Students from pre-primary to post-secondary levels who are eligible for means-tested student financial assistance from the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the 2018/19 school year are each eligible for a one-off grant of $2,000. As at 31 January 2019, the numbers of student beneficiaries and the amounts of grant disbursed are as follows:

Level of education	**Number of persons disbursed with the grant**	**Amount of grant disbursed ($ million)**
Pre-primary	37 562	75.1
Primary	104 605	209.2
Secondary	95 335	190.7
Post-secondary and Tertiary	32 612	65.2
Total	**270 114**	**540.2**

2. The Government has proposed in the 2019-20 Budget that a one-off grant of $2,500 be provided to each financially needy student. Students from pre-primary to post-secondary levels who apply for and are assessed as eligible for any means-tested financial assistance offered by SFO in the 2019/20 school year will each be provided with a one-off grant of $2,500. The one-off grant disbursed by SFO is expected to benefit about 290 000 students, including about 40 000 pre-primary children, about 210 000 primary and secondary students and about 40 000 post-secondary students, involving an expenditure of about $725 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0096)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance

(101) Means-tested loan for tertiary students pursuing publicly-funded programmes

(102) Non-means-tested loan scheme

(103) Means-tested loan for post-secondary students

(201) Means-tested loan for tertiary students pursuing publicly-funded programmes

(202) Non-means-tested loan scheme

(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide in the table below information on the following student financial assistance schemes in the past 5 years (2014/15 to 2018/19):

	No. of applications	No. of applications approved	No. of students receiving grants	No. of students receiving full grants	Average grant level	No. of students receiving loans	Average loan amount	Total amount of 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

2. Please provide the respective numbers of student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS by institution and programme (publicly-funded degree, sub-degree and self-financing degree); the loan amount disbursed (highest, lowest, average and median); the length of repayment period; the district of residence and type of housing (public/Home Ownership Scheme/private); as well as sex and age profile of such borrowers in the past 5 years (2014/15 to 2018/19).
3. Please provide the respective numbers of students receiving grants and full grants under the TSFS and FASP by institution, department and year of study in the past 5 years (2014/15 to 2018/19).
4. Please provide the respective numbers of students receiving loans and the average loan amounts under the NLSFT, NLSPS and ENLS by institution, department and year of study in the past 5 years (2014/15 to 2018/19).
5. Please provide the average loan amount, median loan amount, average monthly repayment amount, median monthly repayment amount and default rate in respect of tertiary students who obtained loans from the Student Finance Office in the past 5 years (2014/15 to 2018/19).
6. Please provide in the table below information on the TSFS, FASP, NLSFT, NLSPS and ENLS in the past 5 years:

(Name of scheme/academic year)				
Year of account opening	Average amount of outstanding interest	Average amount of outstanding loan principal	Average total outstanding amount	Average monthly loan repayment amount
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17 or above				

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 48)

Reply:

1. The information on student financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years is as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(A) TSFS					
Number of applications	31 010	29 828	27 991	25 922	23 662
Number of applications approved	26 802	25 172	23 364	21 724	18 257
Number of students receiving grants	26 734	25 117	23 319	21 689	18 237
Number of students receiving full grants	16 418	15 869	15 171	14 186	12 421
Average grant amount disbursed ($)	38,351	39,386	40,259	40,811	41,432
Number of students receiving loans	7 624	6 623	5 742	5 060	3 655
Average loan amount disbursed ($)	31,367	32,940	36,716	38,022	39,074
Total amount of assistance disbursed ($ million)	1,264.43	1,207.41	1,149.62	1,077.53	898.41
(B) FASP					
Number of applications	27 367	26 817	24 809	22 575	20 588
Number of applications approved	23 002	22 106	20 236	18 024	14 337
Number of students receiving grants	22 980	22 083	20 212	18 007	14 332
Number of students receiving full grants	14 162	13 852	13 060	12 271	7 346
Average grant amount disbursed ($)	48,133	50,088	51,892	48,677	43,269
Number of students receiving loans	6 076	5 081	4 643	4 218	2 776
Average loan amount disbursed ($)	32,986	35,446	38,873	39,902	41,268
Total amount of assistance disbursed ($ million)	1,306.52	1,286.20	1,229.33	1,044.84	734.69
(C) NLSFT					
Number of applications	12 746	14 471	15 337	15 684	15 711
Number of applications approved	12 011	13 271	14 132	14 158	14 105
Number of students receiving loans	10 344	10 974	11 504	11 917	11 476

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Average loan amount disbursed ($)	38,533	38,749	38,838	39,096	39,470
Total amount of loans disbursed ($ million)	398.59	425.23	446.79	465.91	452.96
(D) NLSPS					
Number of applications	19 250	20 752	20 996	17 125	15 208
Number of applications approved	18 829	20 216	20 520	15 369	13 959
Number of students receiving loans	12 359	13 307	13 702	12 863	11 048
Average loan amount disbursed ($)	57,289	59,528	60,424	54,567	48,812
Total amount of loans disbursed ($ million)	708.04	792.14	827.93	701.90	539.28
(E) ENLS					
Number of applications	7 287	6 883	6 908	7 079	5 214
Number of applications approved	7 287	6 883	6 908	7 079	4 965
Number of students receiving loans	6 637	6 327	6 338	6 430	4 665
Average loan amount disbursed ($)	53,254	54,904	57,808	60,495	51,633
Total amount of loans disbursed ($ million)	353.45	347.38	366.39	388.98	240.87

* As at 31 January 2019

2. The numbers of student loan borrowers in different institutions, the numbers of student loan borrowers by different level of study, and the lowest, average, median and highest amounts of loans disbursed to student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS are appended below.

(a) The numbers of student loan borrowers in different institutions under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

(A) TSFS

Institution	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(a) City University of Hong Kong	1 068	889	766	722	512
(b) Hong Kong Baptist University	561	489	456	419	315
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute,	993	948	828	817	498

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
and Maritime Services Training Institute of the Vocational Training Council					
(d) The Hong Kong University of Science and Technology	581	505	425	368	273
(e) Lingnan University	326	266	228	164	126
(f) The Chinese University of Hong Kong	1 198	1 089	906	732	584
(g) The Education University of Hong Kong	527	424	368	304	199
(h) The Hong Kong Academy for Performing Arts	59	58	47	42	42
(i) The Hong Kong Polytechnic University	1 454	1 198	1 052	864	622
(j) The Prince Philip Dental Hospital	1	1	4	5	1
(k) The University of Hong Kong	856	756	662	623	483
Total	**7 624**	**6 623**	**5 742**	**5 060**	**3 655**

(B) FASP

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	676	445	443	350	193
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	385	356	315	284	178
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	711	580	552	521	321
(d) The Hong Kong University of Science and Technology	0	1	1	0	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	82	47	55	50	35
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	174	145	114	88	74
(g) The Education University of Hong Kong	167	173	127	108	71
(h) The Hong Kong Polytechnic	877	691	636	708	464

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
University/ Hong Kong Community College/ School of Professional Education and Executive Development					
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	521	456	414	331	236
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	129	121	155	155	121
(k) Centennial College	25	15	12	11	6
(l) Chu Hai College of Higher Education	186	137	80	54	16
(m) Gratia Christian College	0	3	7	7	7
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)	338	300	263	237	173
(o) Hong Kong Art School	15	3	6	8	4
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	45	34	30	25	19
(q) Hong Kong Institute of Technology	32	23	14	16	6
(r) Hong Kong Nang Yan College of Higher Education	4	6	3	4	4
(s) Hong Kong Shue Yan University	460	360	263	214	150
(t) Savannah College of Arts and Design, Inc.	3	6	3	3	5
(u) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority	93	78	59	60	44
(v) School of Nursing, Hong Kong Baptist Hospital	4	12	7	4	2
(w) School of Nursing, Union Hospital	10	16	3	5	3
(x) St. Teresa's Hospital School of Nursing	11	15	13	10	3
(y) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	880	836	817	730	487
(z) Tung Wah College	245	212	240	224	150
(aa) Yew Chung College of Early	2	7	7	8	4

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Childhood Education (formerly Yew Chung Community College)					
(ab) YMCA College of Careers	1	3	4	3	0
Total	**6 076**	**5 081**	**4 643**	**4 218**	**2 776**

(C) NLSFT

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(a) City University of Hong Kong	1 607	1 781	1 790	1 884	1 783
(b) Hong Kong Baptist University	849	897	961	973	956
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	1 343	1 493	1 586	1 565	1 401
(d) The Hong Kong University of Science and Technology	831	891	857	950	946
(e) Lingnan University	397	375	422	423	406
(f) The Chinese University of Hong Kong	1 532	1 588	1 710	1 812	1 847
(g) The Education University of Hong Kong	603	581	642	649	576
(h) The Hong Kong Academy for Performing Arts	116	116	126	139	132
(i) The Hong Kong Polytechnic University	1 703	1 830	1 934	1 992	1 930
(j) The Prince Philip Dental Hospital	4	4	5	4	3
(k) The University of Hong Kong	1 359	1 418	1 471	1 526	1 496
Total	**10 344**	**10 974**	**11 504**	**11 917**	**11 476**

(D) NLSPS

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	1 337	1 127	1 161	1 049	855
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	899	1 008	1 060	1 036	968
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and	1 570	1 674	1 714	1 549	1 212

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Professional Education/ Technological and Higher Education Institute of Hong Kong					
(d) The Hong Kong University of Science and Technology	3	6	2	0	1
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	224	152	162	154	153
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	392	405	376	266	289
(g) The Education University of Hong Kong	347	416	390	349	271
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 687	1 817	2 024	2 231	1 962
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	1 174	1 292	1 321	1 098	1 103
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	239	350	422	462	391
(k) Centennial College	93	89	54	25	10
(l) Chu Hai College of Higher Education	343	342	210	145	68
(m) Gratia Christian College	0	7	13	17	26
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)	897	1 024	1 046	1 026	863
(o) Hong Kong Art School	42	35	44	28	17
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	101	66	51	75	96
(q) Hong Kong Institute of Technology	50	63	57	30	26
(r) Hong Kong Nang Yan College of Higher Education	7	9	10	4	7
(s) Hong Kong Shue Yan University	733	792	746	601	471
(t) Savannah College of Arts and Design, Inc.	59	53	55	44	41
(u) School of General Nursing, Caritas Medical Centre/ School of General	114	121	131	131	113

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority					
(v) School of Nursing, Hong Kong Baptist Hospital	7	25	12	13	9
(w) School of Nursing, Union Hospital	11	23	9	19	15
(x) St. Teresa's Hospital School of Nursing	24	26	31	32	31
(y) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	1 363	1 736	1 898	1 811	1 454
(z) Tung Wah College	619	595	636	619	564
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)	16	42	52	43	27
(ab) YMCA College of Careers	8	12	15	6	5
Total	**12 359**	**13 307**	**13 702**	**12 863**	**11 048**

* As at 31 January 2019

(E) ENLS[@]

The numbers of students receiving loans in respect of each of the 5 categories of eligible courses/course providers under the ENLS in the 2014/15 to 2018/19 academic years are as follows –

Category of Eligible Courses	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
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	3 215	3 077	3 045	3 253	2 488
Category 2 – Courses under Diploma Yi Jin	872	870	948	837	679
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	1	0	2	0
Category 4 – Training or development courses provided or funded by local statutory bodies	2	7	5	0	0

Category of Eligible Courses	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 638	2 405	2 358	2 350	1 500
Total	**6 728**##	**6 360**##	**6 356**##	**6 442**##	**4 667**##

* As at 31 January 2019

@ The ENLS covers a wide range of post-secondary/continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the numbers of students receiving loans in respect of each category of eligible courses/course providers under the ENLS is provided.

Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loans by category is larger than the figure in (1) above.

(b) The numbers of student loan borrowers by different study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2014/15 to 2018/19 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree or above	6 319	5 442	4 695	4 091	3 074
Sub-degree	1 305	1 181	1 047	969	581
Total	**7 624**	**6 623**	**5 742**	**5 060**	**3 655**

(B) FASP

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree / Top-up degree	3 415	2 880	2 570	2 294	1 522
Sub-degree	2 661	2 201	2 073	1 924	1 254
Total	**6 076**	**5 081**	**4 643**	**4 218**	**2 776**

(C) NLSFT

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree or above	8 660	9 135	9 593	10 074	9 843
Sub-degree	1 684	1 839	1 911	1 843	1 633
Total	**10 344**	**10 974**	**11 504**	**11 917**	**11 476**

(D) NLSPS

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree / Top-up degree	6 990	7 792	7 790	7 196	5 849
Sub-degree	5 369	5 515	5 912	5 667	5 199
Total	**12 359**	**13 307**	**13 702**	**12 863**	**11 048**

* As at 31 January 2019

As for the ENLS, we do not maintain information on the numbers of student loan borrowers by different study level of programmes because it covers a wide range of post-secondary/continuing and professional education courses.

(c) The lowest, average, median and highest loan amounts disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Loan Disbursed ($)	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(A) TSFS (loans are to cover living expenses)					
Lowest	3,180	1,700	3,627	3,707	3,751
Average	31,367	32,940	36,716	38,022	39,074
Median	40,000	42,100	48,000	49,000	50,000
Highest **	63,780	66,460	72,555	74,145	75,030
(B) FASP (loans are to cover living expenses)					
Lowest	2,126	870	1,200	2,965	3,500
Average	32,986	35,446	38,873	39,902	41,268
Median	42,520	44,310	48,370	49,430	50,020
Highest **	71,580	75,590	78,610	78,000	75,030
(C) NLSFT (loans are to cover tuition fees)					
Lowest	1,035	215	4,215	1,000	1,900
Average	38,533	38,749	38,838	39,096	39,470
Median	42,100	42,100	42,100	42,100	42,100
Highest	51,310	51,310	84,200	55,570	58,070
(D) NLSPS (loans are to cover tuition fees)					
Lowest	510	1,810	1,390	1,690	2,190
Average	57,289	59,528	60,424	54,567	48,812
Median	52,560	55,000	55,000	54,300	53,200
Highest	261,911	267,143	272,723	278,303	283,883
(E) ENLS (loans are to cover tuition fees)					
Lowest	1,500	3,000	2,570	2,375	3,563
Average	53,254	54,904	57,808	60,495	51,633
Median	41,400	42,800	45,920	48,000	50,400
Highest	325,700	340,000	350,200	358,600	364,000

* As at 31 January 2019

** Under the 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 from the 2012/13 academic year, student loan borrowers under the TSFS and FASP were required to repay their loans by 20 quarterly instalments in 5 years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

We do not maintain information on the distribution of student loan borrowers by district of residence, type of housing, sex and age profile.

3. The numbers of students receiving grants and full grants under the TSFS and FASP in different institutions in the 2014/15 to 2018/19 academic years are as follows. We do not maintain information on the breakdown of student beneficiaries by department and year of study.

(A) TSFS

Institution	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(a) City University of Hong Kong					
Number of students receiving grants	3 307	3 004	2 840	2 710	2 361
Number of students receiving full grants	2 009	1 868	1 819	1 745	1 564
(b) Hong Kong Baptist University					
Number of students receiving grants	1 856	1 798	1 733	1 637	1 517
Number of students receiving full grants	1 128	1 120	1 096	1 048	1 002
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council					
Number of students receiving grants	6 591	6 271	5 748	5 202	3 950
Number of students receiving full grants	4 297	4 203	4 039	3 588	2 988
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	1 682	1 564	1 435	1 323	1 146
Number of students receiving full grants	991	963	890	839	738

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(e) Lingnan University					
Number of students receiving grants	897	841	789	692	607
Number of students receiving full grants	558	537	507	466	410
(f) The Chinese University of Hong Kong					
Number of students receiving grants	3 642	3 440	3 061	2 903	2 597
Number of students receiving full grants	2 107	2 046	1 931	1 839	1 689
(g) The Education University of Hong Kong					
Number of students receiving grants	1 515	1 429	1 359	1 291	1 114
Number of students receiving full grants	949	937	891	881	778
(h) The Hong Kong Academy for Performing Arts					
Number of students receiving grants	146	139	140	119	110
Number of students receiving full grants	90	94	96	86	80
(i) The Hong Kong Polytechnic University					
Number of students receiving grants	4 790	4 396	4 066	3 697	2 970
Number of students receiving full grants	2 904	2 735	2 560	2 348	1 929
(j) The Prince Philip Dental Hospital					
Number of students receiving grants	9	8	12	10	6
Number of students receiving full grants	5	5	9	7	5
(k) The University of Hong Kong					
Number of students receiving grants	2 299	2 227	2 136	2 105	1 859
Number of students receiving full grants	1 380	1 361	1 333	1 339	1 238

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Total					
Number of students receiving grants	**26 734**	**25 117**	**23 319**	**21 689**	**18 237**
Number of students receiving full grants	**16 418**	**15 869**	**15 171**	**14 186**	**12 421**

(B) FASP

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education					
Number of students receiving grants	2 550	2 043	1 997	1 653	1 124
Number of students receiving full grants	1 598	1 207	1 258	1 130	154
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education					
Number of students receiving grants	1 337	1 415	1 375	1 192	986
Number of students receiving full grants	825	896	890	813	705
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong					
Number of students receiving grants	3 542	3 144	2 780	2 402	1 847
Number of students receiving full grants	2 271	2 077	1 862	1 689	1 342
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	2	7	3	1	1

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Number of students receiving full grants	1	5	1	1	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grants	395	305	276	248	217
Number of students receiving full grants	248	202	190	177	163
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies					
Number of students receiving grants	828	687	556	458	351
Number of students receiving full grants	510	446	362	319	260
(g) The Education University of Hong Kong					
Number of students receiving grants	445	505	391	339	248
Number of students receiving full grants	279	331	253	230	172
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grants	3 441	3 321	3 128	3 334	2 704
Number of students receiving full grants	2 095	2 070	1 991	2 208	1 424
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College					
Number of students receiving grants	2 499	2 384	2 034	1 661	1 432
Number of students receiving	1 610	1 531	1 338	1 143	1 059

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
full grants					
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grants	408	449	506	511	443
Number of students receiving full grants	237	296	358	365	327
(k) Centennial College					
Number of students receiving grants	90	79	37	26	17
Number of students receiving full grants	63	48	22	21	13
(l) Chu Hai College of Higher Education					
Number of students receiving grants	563	485	267	167	77
Number of students receiving full grants	339	291	157	118	51
(m) Gratia Christian College					
Number of students receiving grants	0	9	13	19	21
Number of students receiving full grants	0	6	8	14	14
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)					
Number of students receiving grants	1 089	1 075	930	932	793
Number of students receiving full grants	653	645	573	617	562
(o) Hong Kong Art School					

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Number of students receiving grants	38	30	23	18	14
Number of students receiving full grants	22	17	11	12	10
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grants	184	169	140	96	84
Number of students receiving full grants	116	117	96	72	61
(q) Hong Kong Institute of Technology					
Number of students receiving grants	113	127	111	79	43
Number of students receiving full grants	75	90	74	59	32
(r) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grants	12	17	20	18	17
Number of students receiving full grants	7	13	15	15	11
(s) Hong Kong Shue Yan University					
Number of students receiving grants	1 506	1 466	1 230	983	809
Number of students receiving full grants	859	883	777	632	553
(t) Savannah College of Arts and Design, Inc.					
Number of students receiving grants	5	7	8	4	6
Number of students receiving full grants	4	4	4	3	3

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(u) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority					
Number of students receiving grants	260	247	224	201	166
Number of students receiving full grants	152	159	142	124	118
(v) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grants	31	35	30	14	10
Number of students receiving full grants	13	20	20	10	7
(w) School of Nursing, Union Hospital					
Number of students receiving grants	27	39	8	21	18
Number of students receiving full grants	20	22	3	10	11
(x) St. Teresa's Hospital School of Nursing					
Number of students receiving grants	37	40	41	44	32
Number of students receiving full grants	24	29	27	31	18
(y) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education					
Number of students receiving grants	3 105	3 485	3 476	2 965	2 318
Number of students receiving full grants	1 843	2 118	2 234	2 042	241
(z) Tung Wah College					

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Number of students receiving grants	447	454	539	569	515
Number of students receiving full grants	280	288	347	380	0
(aa)Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)					
Number of students receiving grants	15	38	51	41	36
Number of students receiving full grants	13	28	35	26	32
(ab)YMCA College of Careers					
Number of students receiving grants	11	21	18	11	3
Number of students receiving full grants	5	13	12	10	3
Total					
Number of students receiving grants	22 980	22 083	20 212	18 007	14 332
Number of students receiving full grants	14 162	13 852	13 060	12 271	7 346

* As at 31 January 2019

4. The numbers of students receiving loans in different institutions and the average loan amounts disbursed under the NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are provided in (1) and (2) above. We do not maintain information on the breakdown of student beneficiaries by department and year of study.

5. The information on the average loan amount and the median loan amount of student loan borrowers who obtained loans under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years is provided in (2)(c) above. As regards the information on their average and median monthly repayment amounts, we do not keep track of the students based on the academic year of their obtaining loans as students may complete their studies and hence commence loan repayment at different times. Based on the information on student loan borrowers who commenced loan repayment in the 2014/15 to 2017/18 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			
	2014/15	2015/16	2016/17	2017/18
(A) TSFS				
Average loan amount ^^	59,644	59,698	65,680	71,207
Median loan amount ^^	48,710	42,520	44,310	52,810
Average monthly loan repayment amount~	357	357	393	426
Median monthly loan repayment amount~	292	254	265	316
(B) FASP				
Average loan amount ^^	55,559	54,625	56,986	60,824
Median loan amount ^^	40,960	42,000	42,520	44,310
Average monthly loan repayment amount~	333	327	341	364
Median monthly loan repayment amount~	245	251	254	265
(C) NLSFT				
Average loan amount ^^	71,033	75,326	86,862	88,676
Median loan amount ^^	60,500	63,150	84,200	84,200
Average monthly loan repayment amount~	448	475	540	551
Median monthly loan repayment amount~	381	398	523	523
(D) NLSPS				
Average loan amount ^^	89,425	103,757	122,390	116,824
Median loan amount ^^	85,867	91,350	100,800	97,500
Average monthly loan repayment amount~	564	654	761	726
Median monthly loan repayment amount~	541	576	627	606
(E) ENLS				
Average loan amount ^^	64,520	67,538	73,434	73,823
Median loan amount ^^	49,000	51,000	56,721	56,280
Average monthly loan repayment amount~	400	419	450	452
Median monthly loan repayment amount~	304	316	347	345

^^ 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 (1) and (2) above which are calculated based on the amount of loans disbursed in a particular academic year.

~ Based on a 15-year repayment period. For the TSFS and FASP, the prevailing interest rate is 1% per annum. For the NLSFT, NLSPS and ENLS, the prevailing interest rate is 1.257% per annum.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2018/19 academic year is not yet available.

We do not maintain information on the default rate[§] of student loan borrowers based on when they obtained loans. The default rates of student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows–

Scheme	**Academic Year**				
	2014/15*	**2015/16***	**2016/17***	**2017/18***	**2018/19***
(A) TSFS	5.13%	5.02%	4.74%	4.59%	4.47%
(B) FASP	5.33%	5.18%	5.04%	5.00%	5.10%
(C) NLSFT	4.80%	4.53%	3.93%	3.56%	3.01%
(D) NLSPS	7.54%	6.96%	6.14%	5.42%	5.09%
(E) ENLS	9.59%	9.68%	9.24%	8.91%	8.37%
Overall	**7.26%**	**7.07%**	**6.54%**	**6.11%**	**5.74%**

§ Student loan borrowers who fail to repay 2 or more consecutive quarterly instalments/6 or more consecutive monthly instalments for 1 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.

* The numbers of default cases in the 2014/15 to 2018/19 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2015, 31 July 2016, 31 July 2017 and 31 July 2018) and 31 January 2019 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

6. Student loan borrowers may continue to pursue full-time studies upon graduation or choose to commence loan repayment one year after graduation. They may also settle their loan repayment within the standard repayment period, or choose to settle their loan repayment earlier on their own accord, or apply for deferment of loan repayment. As the amount of interest of each loan repayment account will vary subject to the duration of the repayment period chosen upon commencement of loan repayment, and the subsequent adjustment of interest rate, we are thus unable to provide the total outstanding amounts, the amounts of outstanding interest and loan repayment amounts by year of account opening. As regards the average monthly loan repayment amount of student loan borrowers who commenced loan repayment in the 2014/15 to 2017/18 academic years, the relevant information is provided in (5) above.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0097)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance

(101) Means-tested loan for tertiary students pursuing publicly-funded programmes

(102) Non-means-tested loan scheme

(103) Means-tested loan for post-secondary students

(201) Means-tested loan for tertiary students pursuing publicly-funded programmes

(202) Non-means-tested loan scheme

(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

(a) Please provide the following information in respect of 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) in the past 5 academic years:

(i) the number of applications
(ii) the number of applications approved
(iii) the number of students receiving grants
(iv) the number of students receiving full grants
(v) the average grant amount disbursed
(vi) the number of students receiving loans
(vii) the average loan amount disbursed
(viii) the total amount of assistance disbursed;

(b) Please provide the respective numbers of student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS by institution and programme (publicly-funded

degree, sub-degree and self-financing degree), the loan amount disbursed (highest, average, lowest and median) and the length of repayment period in the past 5 academic years;

(c) Please provide the respective numbers of students receiving grants and full grants as well as the amount of grant under the TSFS and FASP by institution in the past 5 academic years; and

(d) Please provide the average loan amount, median loan amount, average monthly repayment amount, median monthly repayment amount and default rate in respect of tertiary students who obtained loans from the Student Finance Office in the past 5 academic years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 50)

Reply:

(a) The information on student financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years is as follows –

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(A) TSFS					
Number of applications	31 010	29 828	27 991	25 922	23 662
Number of applications approved	26 802	25 172	23 364	21 724	18 257
Number of students receiving grants	26 734	25 117	23 319	21 689	18 237
Number of students receiving full grants	16 418	15 869	15 171	14 186	12 421
Average grant amount disbursed ($)	38,351	39,386	40,259	40,811	41,432
Number of students receiving loans	7 624	6 623	5 742	5 060	3 655
Average loan amount disbursed ($)	31,367	32,940	36,716	38,022	39,074
Total amount of assistance disbursed ($ million)	1,264.43	1,207.41	1,149.62	1,077.53	898.41
(B) FASP					
Number of applications	27 367	26 817	24 809	22 575	20 588
Number of applications approved	23 002	22 106	20 236	18 024	14 337
Number of students receiving grants	22 980	22 083	20 212	18 007	14 332
Number of students receiving full grants	14 162	13 852	13 060	12 271	7 346

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Average grant amount disbursed ($)	48,133	50,088	51,892	48,677	43,269
Number of students receiving loans	6 076	5 081	4 643	4 218	2 776
Average loan amount disbursed ($)	32,986	35,446	38,873	39,902	41,268
Total amount of assistance disbursed ($ million)	1,306.52	1,286.20	1,229.33	1,044.84	734.69
(C) NLSFT					
Number of applications	12 746	14 471	15 337	15 684	15 711
Number of applications approved	12 011	13 271	14 132	14 158	14 105
Number of students receiving loans	10 344	10 974	11 504	11 917	11 476
Average loan amount disbursed ($)	38,533	38,749	38,838	39,096	39,470
Total amount of loans disbursed ($ million)	398.59	425.23	446.79	465.91	452.96
(D) NLSPS					
Number of applications	19 250	20 752	20 996	17 125	15 208
Number of applications approved	18 829	20 216	20 520	15 369	13 959
Number of students receiving loans	12 359	13 307	13 702	12 863	11 048
Average loan amount disbursed ($)	57,289	59,528	60,424	54,567	48,812
Total amount of loans disbursed ($ million)	708.04	792.14	827.93	701.90	539.28
(E) ENLS					
Number of applications	7 287	6 883	6 908	7 079	5 214
Number of applications approved	7 287	6 883	6 908	7 079	4 965
Number of students receiving loans	6 637	6 327	6 338	6 430	4 665
Average loan amount disbursed ($)	53,254	54,904	57,808	60,495	51,633
Total amount of loans disbursed ($ million)	353.45	347.38	366.39	388.98	240.87

* As at 31 January 2019

(b) The numbers of student loan borrowers in different institutions, the numbers of student loan borrowers by different level of study, and the lowest, average, median and highest amounts of loans disbursed to student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS are appended below.

(i) The numbers of student loan borrowers in different institutions under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

(A) TSFS

Institution	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(a) City University of Hong Kong	1 068	889	766	722	512
(b) Hong Kong Baptist University	561	489	456	419	315
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	993	948	828	817	498
(d) The Hong Kong University of Science and Technology	581	505	425	368	273
(e) Lingnan University	326	266	228	164	126
(f) The Chinese University of Hong Kong	1 198	1 089	906	732	584
(g) The Education University of Hong Kong	527	424	368	304	199
(h) The Hong Kong Academy for Performing Arts	59	58	47	42	42
(i) The Hong Kong Polytechnic University	1 454	1 198	1 052	864	622
(j) The Prince Philip Dental Hospital	1	1	4	5	1
(k) The University of Hong Kong	856	756	662	623	483
Total	**7 624**	**6 623**	**5 742**	**5 060**	**3 655**

(B) FASP

Institution	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	676	445	443	350	193
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	385	356	315	284	178
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	711	580	552	521	321
(d) The Hong Kong University of	0	1	1	0	0

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Science and Technology					
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	82	47	55	50	35
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	174	145	114	88	74
(g) The Education University of Hong Kong	167	173	127	108	71
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	877	691	636	708	464
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	521	456	414	331	236
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	129	121	155	155	121
(k) Centennial College	25	15	12	11	6
(l) Chu Hai College of Higher Education	186	137	80	54	16
(m) Gratia Christian College	0	3	7	7	7
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)	338	300	263	237	173
(o) Hong Kong Art School	15	3	6	8	4
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	45	34	30	25	19
(q) Hong Kong Institute of Technology	32	23	14	16	6
(r) Hong Kong Nang Yan College of Higher Education	4	6	3	4	4
(s) Hong Kong Shue Yan University	460	360	263	214	150
(t) Savannah College of Arts and Design, Inc.	3	6	3	3	5
(u) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority	93	78	59	60	44

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(v) School of Nursing, Hong Kong Baptist Hospital	4	12	7	4	2
(w) School of Nursing, Union Hospital	10	16	3	5	3
(x) St. Teresa's Hospital School of Nursing	11	15	13	10	3
(y) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	880	836	817	730	487
(z) Tung Wah College	245	212	240	224	150
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)	2	7	7	8	4
(ab) YMCA College of Careers	1	3	4	3	0
Total	**6 076**	**5 081**	**4 643**	**4 218**	**2 776**

(C) NLSFT

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(a) City University of Hong Kong	1 607	1 781	1 790	1 884	1 783
(b) Hong Kong Baptist University	849	897	961	973	956
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	1 343	1 493	1 586	1 565	1 401
(d) The Hong Kong University of Science and Technology	831	891	857	950	946
(e) Lingnan University	397	375	422	423	406
(f) The Chinese University of Hong Kong	1 532	1 588	1 710	1 812	1 847
(g) The Education University of Hong Kong	603	581	642	649	576
(h) The Hong Kong Academy for Performing Arts	116	116	126	139	132
(i) The Hong Kong Polytechnic University	1 703	1 830	1 934	1 992	1 930
(j) The Prince Philip Dental Hospital	4	4	5	4	3
(k) The University of Hong Kong	1 359	1 418	1 471	1 526	1 496
Total	**10 344**	**10 974**	**11 504**	**11 917**	**11 476**

(D) NLSPS

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	1 337	1 127	1 161	1 049	855
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	899	1 008	1 060	1 036	968
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 570	1 674	1 714	1 549	1 212
(d) The Hong Kong University of Science and Technology	3	6	2	0	1
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	224	152	162	154	153
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	392	405	376	266	289
(g) The Education University of Hong Kong	347	416	390	349	271
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 687	1 817	2 024	2 231	1 962
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	1 174	1 292	1 321	1 098	1 103
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	239	350	422	462	391
(k) Centennial College	93	89	54	25	10
(l) Chu Hai College of Higher Education	343	342	210	145	68
(m) Gratia Christian College	0	7	13	17	26
(n) The Hang Seng University of Hong Kong (formerly Hang Seng	897	1 024	1 046	1 026	863

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Management College)					
(o) Hong Kong Art School	42	35	44	28	17
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	101	66	51	75	96
(q) Hong Kong Institute of Technology	50	63	57	30	26
(r) Hong Kong Nang Yan College of Higher Education	7	9	10	4	7
(s) Hong Kong Shue Yan University	733	792	746	601	471
(t) Savannah College of Arts and Design, Inc.	59	53	55	44	41
(u) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority	114	121	131	131	113
(v) School of Nursing, Hong Kong Baptist Hospital	7	25	12	13	9
(w) School of Nursing, Union Hospital	11	23	9	19	15
(x) St. Teresa's Hospital School of Nursing	24	26	31	32	31
(y) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	1 363	1 736	1 898	1 811	1 454
(z) Tung Wah College	619	595	636	619	564
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)	16	42	52	43	27
(ab) YMCA College of Careers	8	12	15	6	5
Total	**12 359**	**13 307**	**13 702**	**12 863**	**11 048**

* As at 31 January 2019

(E) ENLS[@]

The numbers of students receiving loans in respect of each of the 5 categories of eligible courses/course providers under the ENLS in the 2014/15 to 2018/19 academic years are as follows –

Category of Eligible Courses	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
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	3 215	3 077	3 045	3 253	2 488
Category 2 – Courses under Diploma Yi Jin	872	870	948	837	679
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	1	0	2	0
Category 4 – Training or development courses provided or funded by local statutory bodies	2	7	5	0	0
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 638	2 405	2 358	2 350	1 500
Total	**6 728[##]**	**6 360[##]**	**6 356[##]**	**6 442[##]**	**4 667[##]**

* As at 31 January 2019

@ The ENLS covers a wide range of post-secondary/continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the numbers of students receiving loans in respect of each category of eligible courses/course providers under the ENLS is provided.

Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loans by category is larger than the figure in (a) above.

(ii) The numbers of student loan borrowers by different study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2014/15 to 2018/19 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree or above	6 319	5 442	4 695	4 091	3 074
Sub-degree	1 305	1 181	1 047	969	581
Total	**7 624**	**6 623**	**5 742**	**5 060**	**3 655**

(B) FASP

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree / Top-up degree	3 415	2 880	2 570	2 294	1 522
Sub-degree	2 661	2 201	2 073	1 924	1 254
Total	**6 076**	**5 081**	**4 643**	**4 218**	**2 776**

(C) NLSFT

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree or above	8 660	9 135	9 593	10 074	9 843
Sub-degree	1 684	1 839	1 911	1 843	1 633
Total	**10 344**	**10 974**	**11 504**	**11 917**	**11 476**

(D) NLSPS

Level of Study	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Degree / Top-up degree	6 990	7 792	7 790	7 196	5 849
Sub-degree	5 369	5 515	5 912	5 667	5 199
Total	**12 359**	**13 307**	**13 702**	**12 863**	**11 048**

* As at 31 January 2019

As for the ENLS, we do not maintain information on the numbers of student loan borrowers by different study level of programmes because it covers a wide range of post-secondary/continuing and professional education courses.

(iii) The lowest, average, median and highest loan amounts disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Loan Disbursed ($)	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(A) TSFS (loans are to cover living expenses)					
Lowest	3,180	1,700	3,627	3,707	3,751
Average	31,367	32,940	36,716	38,022	39,074
Median	40,000	42,100	48,000	49,000	50,000
Highest **	63,780	66,460	72,555	74,145	75,030
(B) FASP (loans are to cover living expenses)					
Lowest	2,126	870	1,200	2,965	3,500

Loan Disbursed ($)	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Average	32,986	35,446	38,873	39,902	41,268
Median	42,520	44,310	48,370	49,430	50,020
Highest **	71,580	75,590	78,610	78,000	75,030
(C) NLSFT (loans are to cover tuition fees)					
Lowest	1,035	215	4,215	1,000	1,900
Average	38,533	38,749	38,838	39,096	39,470
Median	42,100	42,100	42,100	42,100	42,100
Highest	51,310	51,310	84,200	55,570	58,070
(D) NLSPS (loans are to cover tuition fees)					
Lowest	510	1,810	1,390	1,690	2,190
Average	57,289	59,528	60,424	54,567	48,812
Median	52,560	55,000	55,000	54,300	53,200
Highest	261,911	267,143	272,723	278,303	283,883
(E) ENLS (loans are to cover tuition fees)					
Lowest	1,500	3,000	2,570	2,375	3,563
Average	53,254	54,904	57,808	60,495	51,633
Median	41,400	42,800	45,920	48,000	50,400
Highest	325,700	340,000	350,200	358,600	364,000

* As at 31 January 2019

** Under the 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 from the 2012/13 academic year, student loan borrowers under the TSFS and FASP were required to repay their loans by 20 quarterly instalments in 5 years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

(c) The numbers of students receiving grants and full grants under the TSFS and FASP in different institutions in the 2014/15 to 2018/19 academic years are as follows–

(A) TSFS

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(a) City University of Hong Kong					
Number of students receiving grants	3 307	3 004	2 840	2 710	2 361
Number of students receiving full grants	2 009	1 868	1 819	1 745	1 564

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(b) Hong Kong Baptist University					
Number of students receiving grants	1 856	1 798	1 733	1 637	1 517
Number of students receiving full grants	1 128	1 120	1 096	1 048	1 002
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council					
Number of students receiving grants	6 591	6 271	5 748	5 202	3 950
Number of students receiving full grants	4 297	4 203	4 039	3 588	2 988
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	1 682	1 564	1 435	1 323	1 146
Number of students receiving full grants	991	963	890	839	738
(e) Lingnan University					
Number of students receiving grants	897	841	789	692	607
Number of students receiving full grants	558	537	507	466	410
(f) The Chinese University of Hong Kong					
Number of students receiving grants	3 642	3 440	3 061	2 903	2 597
Number of students receiving full grants	2 107	2 046	1 931	1 839	1 689
(g) The Education University of Hong Kong					
Number of students receiving grants	1 515	1 429	1 359	1 291	1 114
Number of students receiving full grants	949	937	891	881	778
(h) The Hong Kong Academy for Performing Arts					
Number of students receiving grants	146	139	140	119	110
Number of students receiving full grants	90	94	96	86	80

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(i) The Hong Kong Polytechnic University					
Number of students receiving grants	4 790	4 396	4 066	3 697	2 970
Number of students receiving full grants	2 904	2 735	2 560	2 348	1 929
(j) The Prince Philip Dental Hospital					
Number of students receiving grants	9	8	12	10	6
Number of students receiving full grants	5	5	9	7	5
(k) The University of Hong Kong					
Number of students receiving grants	2 299	2 227	2 136	2 105	1 859
Number of students receiving full grants	1 380	1 361	1 333	1 339	1 238
Total					
Number of students receiving grants	**26 734**	**25 117**	**23 319**	**21 689**	**18 237**
Number of students receiving full grants	**16 418**	**15 869**	**15 171**	**14 186**	**12 421**

(B) FASP

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education					
Number of students receiving grants	2 550	2 043	1 997	1 653	1 124
Number of students receiving full grants	1 598	1 207	1 258	1 130	154
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education					
Number of students receiving	1 337	1 415	1 375	1 192	986

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
grants					
Number of students receiving full grants	825	896	890	813	705
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong					
Number of students receiving grants	3 542	3 144	2 780	2 402	1 847
Number of students receiving full grants	2 271	2 077	1 862	1 689	1 342
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	2	7	3	1	1
Number of students receiving full grants	1	5	1	1	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grants	395	305	276	248	217
Number of students receiving full grants	248	202	190	177	163
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies					
Number of students receiving grants	828	687	556	458	351
Number of students receiving full grants	510	446	362	319	260
(g) The Education University of Hong Kong					
Number of students receiving grants	445	505	391	339	248

Institution	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
Number of students receiving full grants	279	331	253	230	172
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grants	3 441	3 321	3 128	3 334	2 704
Number of students receiving full grants	2 095	2 070	1 991	2 208	1 424
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College					
Number of students receiving grants	2 499	2 384	2 034	1 661	1 432
Number of students receiving full grants	1 610	1 531	1 338	1 143	1 059
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grants	408	449	506	511	443
Number of students receiving full grants	237	296	358	365	327
(k) Centennial College					
Number of students receiving grants	90	79	37	26	17
Number of students receiving full grants	63	48	22	21	13
(l) Chu Hai College of Higher Education					
Number of students receiving grants	563	485	267	167	77
Number of students receiving full grants	339	291	157	118	51

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(m) Gratia Christian College					
Number of students receiving grants	0	9	13	19	21
Number of students receiving full grants	0	6	8	14	14
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)					
Number of students receiving grants	1 089	1 075	930	932	793
Number of students receiving full grants	653	645	573	617	562
(o) Hong Kong Art School					
Number of students receiving grants	38	30	23	18	14
Number of students receiving full grants	22	17	11	12	10
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grants	184	169	140	96	84
Number of students receiving full grants	116	117	96	72	61
(q) Hong Kong Institute of Technology					
Number of students receiving grants	113	127	111	79	43
Number of students receiving full grants	75	90	74	59	32

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
(r) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grants	12	17	20	18	17
Number of students receiving full grants	7	13	15	15	11
(s) Hong Kong Shue Yan University					
Number of students receiving grants	1 506	1 466	1 230	983	809
Number of students receiving full grants	859	883	777	632	553
(t) Savannah College of Arts and Design, Inc.					
Number of students receiving grants	5	7	8	4	6
Number of students receiving full grants	4	4	4	3	3
(u) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority					
Number of students receiving grants	260	247	224	201	166
Number of students receiving full grants	152	159	142	124	118
(v) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grants	31	35	30	14	10
Number of students receiving full grants	13	20	20	10	7
(w) School of Nursing, Union Hospital					
Number of students receiving grants	27	39	8	21	18

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Number of students receiving full grants	20	22	3	10	11
(x) St. Teresa's Hospital School of Nursing					
Number of students receiving grants	37	40	41	44	32
Number of students receiving full grants	24	29	27	31	18
(y) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education					
Number of students receiving grants	3 105	3 485	3 476	2 965	2 318
Number of students receiving full grants	1 843	2 118	2 234	2 042	241
(z) Tung Wah College					
Number of students receiving grants	447	454	539	569	515
Number of students receiving full grants	280	288	347	380	0
(aa)Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)					
Number of students receiving grants	15	38	51	41	36
Number of students receiving full grants	13	28	35	26	32
(ab)YMCA College of Careers					
Number of students receiving grants	11	21	18	11	3
Number of students receiving full grants	5	13	12	10	3
Total					

Institution	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19*
Number of students receiving grants	**22 980**	**22 083**	**20 212**	**18 007**	**14 332**
Number of students receiving full grants	**14 162**	**13 852**	**13 060**	**12 271**	**7 346**

* As at 31 January 2019

(d) The information on the average loan amount and the median loan amount of student loan borrowers who obtained loans under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years is provided in (b)(iii) above. As regards the information on their average and median monthly repayment amounts, we do not keep track of the students based on the academic year of their obtaining loans as students may complete their studies and hence commence loan repayment at different times. Based on the information on student loan borrowers who commenced loan repayment in the 2014/15 to 2017/18 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			
	2014/15	2015/16	2016/17	2017/18
(A) TSFS				
Average loan amount ^^	59,644	59,698	65,680	71,207
Median loan amount ^^	48,710	42,520	44,310	52,810
Average monthly loan repayment amount~	357	357	393	426
Median monthly loan repayment amount~	292	254	265	316
(B) FASP				
Average loan amount ^^	55,559	54,625	56,986	60,824
Median loan amount ^^	40,960	42,000	42,520	44,310
Average monthly loan repayment amount~	333	327	341	364
Median monthly loan repayment amount~	245	251	254	265
(C) NLSFT				
Average loan amount ^^	71,033	75,326	86,862	88,676
Median loan amount ^^	60,500	63,150	84,200	84,200
Average monthly loan repayment amount~	448	475	540	551
Median monthly loan repayment	381	398	523	523

Loan/ Repayment Amount ($)	Academic Year			
	2014/15	2015/16	2016/17	2017/18
amount~				
(D) NLSPS				
Average loan amount ^^	89,425	103,757	122,390	116,824
Median loan amount ^^	85,867	91,350	100,800	97,500
Average monthly loan repayment amount~	564	654	761	726
Median monthly loan repayment amount~	541	576	627	606
(E) ENLS				
Average loan amount ^^	64,520	67,538	73,434	73,823
Median loan amount ^^	49,000	51,000	56,721	56,280
Average monthly loan repayment amount~	400	419	450	452
Median monthly loan repayment amount~	304	316	347	345

^^ 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 the TSFS and FASP, the prevailing interest rate is 1% per annum. For the NLSFT, NLSPS and ENLS, the prevailing interest rate is 1.257% per annum.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2018/19 academic year is not yet available.

We do not maintain information on the default rate[§] of student loan borrowers based on when they obtained loans. The default rates of student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows–

Scheme	Academic Year				
	2014/15*	2015/16*	2016/17*	2017/18*	2018/19*
TSFS	5.13%	5.02%	4.74%	4.59%	4.47%
FASP	5.33%	5.18%	5.04%	5.00%	5.10%
NLSFT	4.80%	4.53%	3.93%	3.56%	3.01%
NLSPS	7.54%	6.96%	6.14%	5.42%	5.09%
ENLS	9.59%	9.68%	9.24%	8.91%	8.37%
Overall	**7.26%**	**7.07%**	**6.54%**	**6.11%**	**5.74%**

§ Student loan borrowers who fail to repay 2 or more consecutive quarterly instalments/6 or more consecutive monthly instalments for 1 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.

* The numbers of default cases in the 2014/15 to 2018/19 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2015, 31 July 2016, 31 July 2017 and 31 July 2018) and 31 January 2019 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0099)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student Financial Assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide in the table below information on the titles of all publicly-funded university 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 5 years (2014/15 to 2018/19).

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

2. Please provide in the table below information on non-local students granted publicly-funded university scholarships in the past 5 years (2014/15 to 2018/19), such as nationality/place of origin, average value of award, median value of award and the amount of government expenditure involved.

Table 2a

Title of scholarship	Number of non-local students awarded publicly-funded scholarships								
	Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (please specify)

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 51)

Reply:

1. Details of the publicly-funded scholarships administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the past 5 academic years from 2014/15 to 2018/19 are 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)
Scholarship for Prospective English Teachers [a]	2014/15	50,000	50,347	171 [b] (98.8%)	2 (1.2%)	8.71
	2015/16		50,326	182 [b] (98.9%)	2 (1.1%)	9.26
	2016/17		50,317	187 [b] (98.9%)	2 (1.1%)	9.51
	2017/18		50,321	185 [b] (98.9%)	2 (1.1%)	9.41
	2018/19*		50,326	182 [b] (98.9%)	2 (1.1%)	9.26

* As at 31 January 2019

Remarks

[a] The scholarship was established in 2010/11 academic year 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's degree programmes and/or teacher training programmes which will qualify them to become English teachers on graduation.

[b] The figures include renewal awards for students pursuing bachelor's degree programmes at year 2 or above and/or teacher training programmes.

2. Tables 2a and 2b below list the information on non-local students awarded the publicly-funded scholarships in the past 5 academic years from 2014/15 to 2018/19:

Table 2a

Title of scholarship	Academic Year	Number of non-local students awarded publicly-funded scholarships								
		Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Singapore (%)
Scholarship for Prospective English Teachers	2014/15	2 (100%)	-	-	-	-	-	-	-	-
	2015/16	1 (50%)	-	-	-	-	1 (50%)	-	-	-
	2016/17	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2017/18	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2018/19*	-	-	-	-	-	1 (50%)	-	-	1 (50%)

* As at 31 January 2019

Table 2b

Place of origin of non-local students awarded 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					
2014/15	2 (100%)	2	80,000	80,000	160,000
2015/16	1 (50%)	1	80,000	80,000	80,000
South Korea					
2015/16	1 (50%)	1	80,000	80,000	80,000
2016/17	1 (50%)	1	80,000	80,000	80,000
2017/18	1 (50%)	1	80,000	80,000	80,000
2018/19*	1 (50%)	1	80,000	80,000	80,000
Singapore					
2016/17	1 (50%)	1	80,000	80,000	80,000
2017/18	1 (50%)	1	80,000	80,000	80,000
2018/19*	1 (50%)	1	80,000	80,000	80,000

* As at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2964)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student Financial Assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide in table form detailed information on the titles of all publicly-funded scholarships, the average and median award values of each scholarship, as well as the numbers of local and non-local students awarded scholarships in the past 5 years (2014/15 to 2018/19).

2. Please provide, in the table below, information on non-local students awarded publicly-funded scholarships in the past 5 years (2014/15 to 2018/19), such as nationality/place of origin, average value of award, median value of award and the amount of public funds involved.

Table 2a

Title of scholarship	Number of non-local awardees of publicly-funded scholarships								
	Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (please specify)

Table 2b

Place of origin of non-local awardees of publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average value of award	Median value of award	Total amount of public funds 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 awarded such scholarships by institution, department and year of study in the past 5 years (2014/15 to 2018/19).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 53)

Reply:

1. Details of the publicly-funded scholarships administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the past 5 academic years from 2014/15 to 2018/19 are set out in Table 1 below:

Table 1

Title of scholarship	Academic year	Median value of award ($)	Average value of award ($)	Number of local awardees (%)	Number of non-local awardees (%)	Total amount of public funds involved ($ million)
Scholarship for Prospective English Teachers [a]	2014/15	50,000	50,347	171 [b] (98.8%)	2 (1.2%)	8.71
	2015/16		50,326	182 [b] (98.9%)	2 (1.1%)	9.26
	2016/17		50,317	187 [b] (98.9%)	2 (1.1%)	9.51
	2017/18		50,321	185 [b] (98.9%)	2 (1.1%)	9.41
	2018/19*		50,326	182 [b] (98.9%)	2 (1.1%)	9.26

* As at 31 January 2019

Remarks

[a] The scholarship was established in 2010/11 academic year 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's degree programmes and/or teacher training programmes which will qualify them to become English teachers on graduation.

[b] The figures include renewal awards for students pursuing bachelor's degree programmes at year 2 or above and/or teacher training programmes.

2. Tables 2a and 2b below list the information on non-local awardees of the publicly-funded scholarships in the past 5 academic years from 2014/15 to 2018/19:

Table 2a

Title of scholarship	Academic Year	Number of non-local awardees of publicly-funded scholarships								
		Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Singapore (%)
Scholarship for Prospective English Teachers	2014/15	2 (100%)	-	-	-	-	-	-	-	-
	2015/16	1 (50%)	-	-	-	-	1 (50%)	-	-	-
	2016/17	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2017/18	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2018/19*	-	-	-	-	-	1 (50%)	-	-	1 (50%)

* As at 31 January 2019

Table 2b

Place of origin of non-local awardees of publicly-funded scholarships	Total number of students (%)	Number of Scholarships	Average value of award ($)	Median value of award ($)	Total amount of public funds involved ($)
Mainland China					
2014/15	2 (100%)	2	80,000	80,000	160,000
2015/16	1 (50%)	1	80,000	80,000	80,000
South Korea					
2015/16	1 (50%)	1	80,000	80,000	80,000
2016/17	1 (50%)	1	80,000	80,000	80,000
2017/18	1 (50%)	1	80,000	80,000	80,000
2018/19*	1 (50%)	1	80,000	80,000	80,000
Singapore					
2016/17	1 (50%)	1	80,000	80,000	80,000
2017/18	1 (50%)	1	80,000	80,000	80,000
2018/19*	1 (50%)	1	80,000	80,000	80,000

* As at 31 January 2019

3. Details of the awardees of the Scholarship for Prospective English Teachers, which is the only publicly-funded university scholarship administered by the SFO, are listed in the tables below by year:

2014/15 Academic Year (Total: 171 Local + 2 Non-local Awardees)		
Institution	**Year of Study**	**Faculty/Department/ Programme of Study**
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 Year 4: Nil	Department of English - local students:1 (100%) - non-local students:0 (0%)
Hong Kong Baptist University - local students:20 (100%) - non-local students:0 (0%)	Year 1: - local students:6 (100%) - non-local students:0 (0%) Year 2: - local students:5 (100%) - non-local students:0 (0%) Year 3: - local students:7 (100%) - non-local students:0 (0%) Year 4: - local students:2 (100%) - non-local students:0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students:20 (100%) - non-local students:0 (0%)
Lingnan University - local students:3 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: Nil Year 3: - local students:2 (100%) - non-local students:0 (0%) Year 4: Nil	Department of English - local students:3 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Chinese University of Hong Kong - local students:77 (100%) - non-local students:0 (0%)	Year 1: - local students:12 (100%) - non-local students:0 (0%) Year 2: - local students:24 (100%) - non-local students:0 (0%) Year 3: - local students:30 (100%) - non-local students:0 (0%) Year 4: - local students:11 (100%) - non-local students:0 (0%)	Faculty of Education - local students:57 (100%) - non-local students:0 (0%) Faculty of Arts (Department of English) - local students:20 (100%) - non-local students:0 (0%)
The Education University of Hong Kong - local students:17 (94.4%) - non-local students:1 (5.6%)	Year 1: - local students:5 (100%) - non-local students:0 (0%) Year 2: - local students:5 (100%) - non-local students:0 (0%) Year 3: - local students:1 (100%) - non-local students:0 (0%) Year 4: - local students:6 (85.7%) - non-local students:1 (14.3%)	Faculty of Humanities - local students:17 (94.4%) - non-local students:1 (5.6%)
The Hong Kong Polytechnic University - local students:1 (50%) - non-local students:1 (50%)	Year 1: Nil Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: - local students:0 (0%) - non-local students:1 (100%) Year 4: Nil	Department of English - local students:1 (50%) - non-local students:1 (50%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The University of Hong Kong - local students:48 (100%) - non-local students:0 (0%)	Year 1: - local students:19 (100%) - non-local students:0 (0%) Year 2: - local students:5 (100%) - non-local students:0 (0%) Year 3: - local students:17 (100%) - non-local students:0 (0%) Year 4: - local students:7 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:39 (100%) - non-local students:0 (0%) Faculty of Education - local students:3 (100%) - non-local students:0 (0%) Faculty of Arts - local students:6 (100%) - non-local students:0 (0%)
Hong Kong Shue Yan University - local students:3 (100%) - non-local students:0 (0%)	Year 1: - local students:2 (100%) - non-local students:0 (0%) Year 2: Nil Year 3: - local students:1 (100%) - non-local students:0 (0%) Year 4: Nil	Department of English Language and Literature - local students:3 (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: Nil Year 3: - local students:1 (100%) - non-local students:0 (0%) Year 4: Nil	School of Education and Languages - local students:1 (100%) - non-local students:0 (0%)

2015/16 Academic Year (Total: 182 Local + 2 Non-local Awardees)		
Institution	**Year of Study**	**Faculty/Department/ Programme of Study**
Hong Kong Baptist University - local students:22 (100%) - non-local students:0 (0%)	Year 1: - local students:5 (100%) - non-local students:0 (0%) Year 2: - local students:5 (100%) - non-local students:0 (0%) Year 3: - local students:4 (100%) - non-local students:0 (0%) Year 4: - local students:8 (100%) - non-local students:0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students:21 (100%) - non-local students:0 (0%) Faculty of Social Sciences (Department of Education Studies) - local students:1 (100%) - non-local students:0 (0%)
Lingnan University - local students:4 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: Nil Year 4: - local students:2 (100%) - non-local students:0 (0%)	Department of English - local students:4 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Chinese University of Hong Kong - local students:79 (100%) - non-local students:0 (0%)	Year 1: - local students:20 (100%) - non-local students:0 (0%) Year 2: - local students:12 (100%) - non-local students:0 (0%) Year 3: - local students:21 (100%) - non-local students:0 (0%) Year 4: - local students:26 (100%) - non-local students:0 (0%)	Faculty of Education - local students:62 (100%) - non-local students:0 (0%) Faculty of Arts (Department of English) - local students:17 (100%) - non-local students:0 (0%)
The Education University of Hong Kong - local students:11 (100%) - non-local students:0 (0%)	Year 1: Nil Year 2: - local students:5 (100%) - non-local students:0 (0%) Year 3: - local students:5 (100%) - non-local students:0 (0%) Year 4: - local students:1 (100%) - non-local students:0 (0%)	Faculty of Humanities - local students:11 (100%) - non-local students:0 (0%)
The Hong Kong Polytechnic University - local students:1 (50%) - non-local students:1 (50%)	Year 1: Nil Year 2: Nil Year 3: - local students:1 (100%) - non-local students:0 (0%) Year 4: - local students:0 (0%) - non-local students:1 (100%)	Department of English - local students:1 (50%) - non-local students:1 (50%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The University of Hong Kong - local students:61 (98.4%) - non-local students:1 (1.6%)	Year 1: - local students:22 (95.7%) - non-local students:1 (4.3%) Year 2: - local students:17 (100%) - non-local students:0 (0%) Year 3: - local students:4 (100%) - non-local students:0 (0%) Year 4: - local students:18 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:43 (97.7%) - non-local students:1 (2.3%)
		Faculty of Education - local students:9 (100%) - non-local students:0 (0%)
		Faculty of Arts - local students:9 (100%) - non-local students:0 (0%)
Hong Kong Shue Yan University - local students:3 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: Nil Year 4: - local students:1 (100%) - non-local students:0 (0%)	Department of English Language and Literature - local students:3 (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: Nil Year 3: Nil Year 4: - local students:1 (100%) - non-local students:0 (0%)	School of Education and Languages - local students:1 (100%) - non-local students:0 (0%)

2016/17 Academic Year (Total: 187 Local + 2 Non-local Awardees)		
Institution	**Year of Study**	**Faculty/Department/ Programme of Study**
City University of Hong Kong - local students:1 (50%) - non-local students:1 (50%)	Year 1: - local students:1 (50%) - non-local students:1 (50%)	Department of Linguistics and Translation - local students:1 (50%) - non-local students:1 (50%)
Hang Seng Management College - local students:1 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%)	Department of English - local students:1 (100%) - non-local students:0 (0%)
Hong Kong Baptist University - local students:20 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:5 (100%) - non-local students:0 (0%) Year 3: - local students:5 (100%) - non-local students:0 (0%) Year 4: - local students:4 (100%) - non-local students:0 (0%) Year 5: - local students:5 (100%) - non-local students:0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students:20 (100%) - non-local students:0 (0%)
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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
Lingnan University - local students:4 (100%) - non-local students:0 (0%)	Year 1: - local students:2 (100%) - non-local students:0 (0%) Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: - local students:1 (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:75 (100%) - non-local students:0 (0%)	Year 1: - local students:12 (100%) - non-local students:0 (0%) Year 2: - local students:13 (100%) - non-local students:0 (0%) Year 3: - local students:14 (100%) - non-local students:0 (0%) Year 4: - local students:21 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students: 15 (100%) - non-local students:0 (0%)	Faculty of Education - local students:55 (100%) - non-local students:0 (0%) Faculty of Arts (Department of English) - local students:20 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Education University of Hong Kong - local students:16 (100%) - non-local students:0 (0%)	Year 1: - local students:6 (100%) - non-local students:0 (0%) Year 2: Nil Year 3: - local students:4 (100%) - non-local students:0 (0%) Year 4: - local students:5 (100%) - non-local students:0 (0%) Year 5: - local students:1 (100%) - non-local students:0 (0%)	Faculty of Humanities - local students:16 (100%) - non-local students:0 (0%)
The Hong Kong Polytechnic University - local students:1 (100%) - non-local students:0 (0%)	Year 1: Nil Year 2: Nil Year 3: Nil Year 4: - local students:1 (100%) - non-local students:0 (0%)	Department of English - local students:1 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The University of Hong Kong - local students:68 (98.6%) - non-local students:1 (1.4%)	Year 1: - local students:17 (100%) - non-local students:0 (0%) Year 2: - local students:18 (94.7%) - non-local students:1 (5.3%) Year 3: - local students:16 (100%) - non-local students:0 (0%) Year 4: - local students:4 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:13 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:53 (98.1%) - non-local students:1 (1.9%) Faculty of Education - local students:5 (100%) - non-local students:0 (0%) Faculty of Arts - local students:10 (100%) - non-local students:0 (0%)

2017/18 Academic Year (Total: 185 Local + 2 Non-local Awardees)		
Institution	**Year of Study**	**Faculty/Department/ Programme of Study**
City University of Hong Kong - local students:2 (66.7%) - non-local students:1 (33.3%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:1 (50%) - non-local students:1 (50%)	Department of Linguistics and Translation - local students:2 (66.7%) - non-local students:1 (33.3%)
Hang Seng Management College - local students:2 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:1 (100%) - non-local students:0 (0%)	Department of English - local students:2 (100%) - non-local students:0 (0%)
Hong Kong Baptist University - local students:14 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: - local students:4 (100%) - non-local students:0 (0%) Year 4: - local students:5 (100%) - non-local students:0 (0%) Year 5: - local students:3 (100%) - non-local students:0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students:14 (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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
Lingnan University - local students:5 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:2 (100%) - non-local students:0 (0%) Year 3: - local students:1 (100%) - non-local students:0 (0%) Year 4: - local students:1 (100%) - non-local students:0 (0%)	Department of English - local students:5 (100%) - non-local students:0 (0%)
The Chinese University of Hong Kong - local students:66 (100%) - non-local students:0 (0%)	Year 1: - local students:10 (100%) - non-local students:0 (0%) Year 2: - local students:10 (100%) - non-local students:0 (0%) Year 3: - local students:13 (100%) - non-local students:0 (0%) Year 4: - local students:14 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:19 (100%) - non-local students:0 (0%)	Faculty of Education - local students:51 (100%) - non-local students:0 (0%) Faculty of Arts (Department of English) - local students:15 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Education University of Hong Kong - local students:16 (100%) - non-local students:0 (0%)	Year 1: - local students:2 (100%) - non-local students:0 (0%) Year 2: - local students:5 (100%) - non-local students:0 (0%) Year 3: Nil Year 4: - local students:4 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:5 (100%) - non-local students:0 (0%)	Faculty of Humanities - local students:16 (100%) - non-local students:0 (0%)
The Hong Kong Polytechnic 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 University of Hong Kong - local students:77 (98.7%) - non-local students:1 (1.3%)	Year 1: - local students:16 (100%) - non-local students:0 (0%) Year 2: - local students:15 (100%) - non-local students:0 (0%) Year 3: - local students:18 (94.7%) - non-local students:1 (5.3%) Year 4: - local students:17 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:11 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:58 (98.3%) - non-local students:1 (1.7%) Faculty of Education - local students:8 (100%) - non-local students:0 (0%) Faculty of Arts - local students:11 (100%) - non-local students:0 (0%)

2018/19*Academic Year (Total: 182 Local + 2 Non-local Awardees)		
Institution	**Year of Study**	**Faculty/Department/ Programme of Study**
City University of Hong Kong - local students:2 (66.7%) - non-local students:1 (33.3%)	Year 1: Nil Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: - local students:1 (50%) - non-local students:1 (50%)	Department of Linguistics and Translation - local students:2 (66.7%) - non-local students:1 (33.3%)
The Hang Seng University of Hong Kong - local students:1 (100%) - non-local students:0 (0%)	Year 1: Nil Year 2: Nil Year 3: - local students:1 (100%) - non-local students:0 (0%)	Department of English - local students:1 (100%) - non-local students:0 (0%)
Hong Kong Baptist University - local students:11 (100%) - non-local students:0 (0%)	Year 1: Nil Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: - local students:1 (100%) - non-local students:0 (0%) Year 4: - local students:4 (100%) - non-local students:0 (0%) Year 5: - local students:5 (100%) - non-local students:0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students:11 (100%) - non-local students:0 (0%)
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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
Lingnan University - local students:4 (100%) - non-local students:0 (0%)	Year 1: Nil Year 2: - local students:1 (100%) - non-local students:0 (0%) Year 3: - local students:2 (100%) - non-local students:0 (0%) Year 4: - local students:1 (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:56 (100%) - non-local students:0 (0%)	Year 1: - local students:12 (100%) - non-local students:0 (0%) Year 2: - local students:9 (100%) - non-local students:0 (0%) Year 3: - local students:10 (100%) - non-local students:0 (0%) Year 4: - local students:13 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:12 (100%) - non-local students:0 (0%)	Faculty of Education - local students:41 (100%) - non-local students:0 (0%) Faculty of Arts (Department of English) - local students:15 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Education University of Hong Kong - local students:14 (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%) Year 3: - local students:4 (100%) - non-local students:0 (0%) Year 4: Nil Year 5/Postgraduate Diploma in Education: - local students:5 (100%) - non-local students:0 (0%)	Faculty of Humanities - local students:14 (100%) - non-local students:0 (0%)
The Hong Kong Polytechnic 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 Open University of Hong Kong - local students:2 (100%) - non-local students:0 (0%)	Year 1: - local students:2 (100%) - non-local students:0 (0%)	School of Education and Languages - local students:2 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The University of Hong Kong - local students:89 (98.9%) - non-local students:1 (1.1%)	Year 1: - local students:24 (100%) - non-local students:0 (0%) Year 2: - local students:16 (100%) - non-local students:0 (0%) Year 3: - local students:13 (100%) - non-local students:0 (0%) Year 4: - local students:15 (93.8%) - non-local students:1 (6.2%) Year 5/Postgraduate Diploma in Education: - local students:21 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:67 (98.5%) - non-local students:1 (1.5%)
		Faculty of Education - local students:9 (100%) - non-local students:0 (0%)
		Faculty of Arts - local students:13 (100%) - non-local students:0 (0%)

* As at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2966)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

(700) General non-recurrent

Item 508 Continuing Education Fund

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide in the table below information on the following student financial assistance schemes in the past 5 years (2014/15 to 2018/19) –

	Number of applications	Number of beneficiaries	Average amount of assistance disbursed ($)	Median amount of assistance disbursed ($)	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 Diploma Yi Jin					
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 (LegCo internal reference no.: 55)

Reply:

1. The requested information for the above student financial assistance schemes for the past 5 years (i.e. 2014/15 to 2018/19 school years) is set out in the Appendix.

2. The Government is committed to ensuring that no students will be denied access to education because of a lack of means, and believes 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.

Regarding the Continuing Education Fund (CEF), the Government injected in 2018 an additional funding of $10 billion into the CEF to facilitate the implementation of a series of enhancement measures on 1 April 2019. These measures include doubling the subsidy ceiling to $20,000 per applicant, relaxing the upper age limit for applicants from 65 to 70, expanding the scope of CEF courses to all eligible courses registered under the Qualifications Register, and enhancing the quality assurance monitoring of CEF courses, etc. Applicants who once opened a CEF account can also benefit from the enhancement measures.

Appendix

2014/15 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed ($)	Median amount of assistance disbursed ($)	Total amount of assistance disbursed ($ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 304	37 773	(i) CCC: 27,217 (ii) KG: 12,392	(i) CCC: 25,656 (ii) KG: 11,961	502.1
Pre-primary Education Voucher Scheme[+]	52 374[+]	51 905 Certificates of Eligibility issued[&]			
Examination Fee Remission Scheme	20 977	20 857	2,015	2,268	42.0
Subsidy Scheme for Internet Access Charges[+]	159 491[+]	154 512[+]	1,042	1,300	161.0
School Textbook Assistance Scheme	234 761	226 003	3,608	4,528	815.3
Student Travel Subsidy for Primary and Secondary Students	168 693	152 452	2,138	1,682	325.9
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[#]	1 727	1 727	982	853	1.7
Financial Assistance Scheme for Designated Evening Adult Education Courses	765	765	5,207	3,465	4.0
Tuition Fee Reimbursement under the Yi Jin Diploma	7 405	7 405	12,139	9,760	89.9
Student Travel Subsidy for Tertiary or Post-secondary Students	46 647	42 830	3,511	3,034	150.4
Continuing Education Fund[@]	22 570	22 526	7,762	9,220	175.3

[+] Application is household-based.

[&] The Working Family and Student Financial Assistance Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

[*] This Community Care Fund Programme was implemented in the 2013/14 school year. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

2015/16 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed ($)	Median amount of assistance disbursed ($)	Total amount of assistance disbursed ($ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	48 619	40 277	(i) CCC: 30,519 (ii) KG: 12,497	(i) CCC: 29,616 (ii) KG: 12,065	542.5
Pre-primary Education Voucher Scheme[+]	65 496[+]	62 795 Certificates of Eligibility issued[&]			
Examination Fee Remission Scheme	18 605	18 473	2,076	2,314	38.4
Subsidy Scheme for Internet Access Charges[+]	152 286[+]	147 647[+]	1,050	1,300	155.0
School Textbook Assistance Scheme	223 238	215 104	3,778	4,798	812.7
Student Travel Subsidy for Primary and Secondary Students	164 870	147 497	2,244	1,738	331.0
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	751	751	5,251	3,360	3.9
Tuition Fee Reimbursement under the Diploma Yi Jin[%]	6 926	6 926	11,438	9,774	79.2
Student Travel Subsidy for Tertiary or Post-secondary Students	43 714	40 069	3,607	3,127	144.5
Continuing Education Fund[@]	20 539	19 775	7,577	8,536	157.5

[+] Application is household-based.

[&] The Working Family and Student Financial Assistance Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

[*] This Community Care Fund Programme was implemented in the 2013/14 school year. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[%] Yi Jin Diploma was renamed as Diploma Yi Jin starting from 1 January 2016.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

2016/17 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed ($)	Median amount of assistance disbursed ($)	Total amount of assistance disbursed ($ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	50 995	41 532	(i) CCC: 33,995 (ii) KG: 13,835	(i) CCC: 32,508 (ii) KG: 12,890	616.0
Pre-primary Education Voucher Scheme[+]	55 031[+]	53 312 Certificates of Eligibility issued[&]			
Examination Fee Remission Scheme	16 035	15 956	2,136	2,384	34.1
Subsidy Scheme for Internet Access Charges[+]	137 608[+]	133 711[+]	1,137	1,400	152.0
School Textbook Assistance Scheme	215 464	208 316	3,920	4,790	816.6
Student Travel Subsidy for Primary and Secondary Students	170 185	144 424	2,339	1,798	337.8
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	631	631	5,192	3,466	3.3
Tuition Fee Reimbursement under the Diploma Yi Jin	6 604	6 604	11,478	9,450	75.8
Student Travel Subsidy for Tertiary or Post-secondary Students	41 130	37 398	3,721	3,223	139.2
Continuing Education Fund[@]	19 912	19 106	7,838	8,760	152.9

[+] Application is household-based.

[&] The Working Family and Student Financial Assistance Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

[*] This Community Care Fund Programme was implemented in the 2013/14 school year. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

2017/18 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed ($)	Median amount of assistance disbursed ($)	Total amount of assistance disbursed ($ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	45 717	25 388[&]	(i) CCC: 32,756 (ii) KG: 9,159	(i) CCC: 30,465 (ii) KG: 8,118	276.0
Pre-primary Education Voucher Scheme[+]	N.A.				
Grant for School-related Expenses for Kindergarten Students[^]	46 621	39 671	3,142	3,885	124.7
Examination Fee Remission Scheme	15 092	14 984	2,223	2,480	33.3
Subsidy Scheme for Internet Access Charges[%]	134 086[%]	130 409[%]	1,136	1,400	148.1
School Textbook Assistance Scheme	210 361	203 521	4,054	5,062	825.0
Student Travel Subsidy for Primary and Secondary Students	167 550	142 896	2,426	1,840	346.7
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[x]	642	642	5,240	3,570	3.4
Tuition Fee Reimbursement under the Diploma Yi Jin[x]	6 293	6 293	11,317	9,114	71.2
Student Travel Subsidy for Tertiary or Post-secondary Students	37 268	33 577	3,694	3,205	124.0
Continuing Education Fund[@]	17 125	16 629	8,217	9,378	136.6

[&] The number of beneficiaries under the Kindergarten and Child Care Centre Fee Remission Scheme for the 2017/18 school year does not include students who passed the means test but needed not pay school fees under the kindergarten education scheme.

[+] The Pre-primary Education Voucher Scheme has been replaced by the kindergarten education scheme starting from the 2017/18 school year.

[^] The Grant for School-related Expenses for Kindergarten Students has been implemented starting from the 2017/18 school year.

[%] Application is household-based.

[*] This Community Care Fund Programme was implemented in the 2013/14 school year. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[x] As at 31 January 2019, a small number of reimbursement applications for the 2017/18 school year are still being processed.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

2018/19 school year (as at 31 January 2019)	Number of applications	Number of beneficiaries	Average amount of assistance disbursed ($)	Median amount of assistance disbursed ($)	Total amount of assistance disbursed ($ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 322	23 822[&]	(i) CCC: 18,802 (ii) KG: 5,342	(i) CCC: 17,994 (ii) KG: 4,656	147.9
Pre-primary Education Voucher Scheme[+]	N.A.				
Grant for School-related Expenses for Kindergarten Students[^]	44 012	35 997	3,129	3,940	112.6
Examination Fee Remission Scheme[¥]	N.A.				
Subsidy Scheme for Internet Access Charges[%]	132 655[%]	128 792[%]	1,205	1,500	155.2
School Textbook Assistance Scheme	204 784	198 015	4,108	5,110	813.4
Student Travel Subsidy for Primary and Secondary Students	164 492	139 128	2,497	1,836	347.4
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[x]					
Tuition Fee Reimbursement under the Diploma Yi Jin[x]					
Student Travel Subsidy for Tertiary or Post-secondary Students	29 062	25 128	1,988	1,477	50.0
Continuing Education Fund[@]	13 660	13 328	7,867	9,028	104.8

[&] The number of beneficiaries under the Kindergarten and Child Care Centre Fee Remission Scheme for the 2018/19 school year does not include students who passed the means test but needed not pay school fees under the kindergarten education scheme.

[+] The Pre-primary Education Voucher Scheme has been replaced by the kindergarten education scheme starting from the 2017/18 school year.

[^] The Grant for School-related Expenses for Kindergarten Students has been implemented starting from the 2017/18 school year.

[¥] With the approval of the one-off relief measure announced in the 2018-19 Budget by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the Government has paid the examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education examinations, as well as eligible non-Chinese speaking students sitting for the General Certificate of Secondary Education (Chinese) Examination, the International General Certificate of

Secondary Education (Chinese) Examination, the General Certificate of Education (GCE) Advanced Subsidiary-Level (Chinese) Examination and GCE Advanced-Level (Chinese) Examination in the 2018/19 school year. Hence, there is no need for needy students to apply for Examination Fee Remission Scheme in the 2018/19 school year.

% Application is household-based.

* This Community Care Fund Programme was implemented in the 2013/14 school year. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

x Reimbursement applications for the 2018/19 school year will be processed in the 2019-20 financial year.

@ The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1345)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Currently, the Tertiary Student Finance Scheme — Publicly-funded Programmes (TSFS) administered by the Working Family and Student Financial Assistance Agency provides means-tested loans to students in need. What were the respective numbers of post-secondary graduates whose TSFS loans had been approved and the average loan amounts of these graduates in the past 3 years? Assuming that a loan amount capped at $20,000 is to be waived, what is the sum involved every year?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 13)

Reply:

The TSFS is a means-tested scheme which aims to provide financial assistance for eligible needy students taking up the University Grants Committee (UGC)-funded or publicly-funded recognised full-time programmes. The financial assistance is provided in the form of grants and/or loans. The grants are to cover tuition fees, academic expenses and compulsory student union fees while the loans are to meet living expenses. The grants are non-repayable and the loans are repayable.

In the 2016/17 to 2018/19 academic years, the numbers of students receiving means-tested loans under the TSFS are as follows –

	Academic year		
	2016/17	2017/18	2018/19*
Number of students receiving loans	5 742	5 060	3 655

* As at 31 January 2019

We do not keep track of students' repayment based on the academic year of their obtaining loans as students may complete their studies at different times and some may choose to pursue further studies after graduation and hence commence loan repayment at different times. Assuming that a means-tested loan capped at $20,000 is to be waived for each student loan borrower who has commenced repayment under the TSFS (excluding the means-tested loan scheme under the Financial Assistance Scheme for Post-Secondary Students, the Non-means-tested Loan Scheme for Full-time Tertiary Students, the Non-means-tested Loan Scheme for Post-secondary Students and the Extended Non-means-tested Loan Scheme), it is estimated that the amount involved will be about $363 million. As regards the subsequent annual expenditure, it depends on the loan amounts of the student loan borrowers who commence repayment in that particular academic year. It is worth noting that if a loan amount capped at $20,000 is to be waived under a particular student loan scheme, it may be considered as unfair by borrowers of other student loan schemes, those who have borrowed less than the capped amount, or those who have settled their loans early.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2036)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student Financial Assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Currently, families with financial needs may apply for the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) through the Working Family and Student Financial Assistance Agency. In this connection, please provide the information as requested in the following tables:

Table 1: Group aged below 2

	2016/17	2017/18	2018/19	2019/20 (Estimate)
Number of applications received				
Number of successful applications				
Number of applications with half fee remission				
Number of applications with 75% fee remission				
Number of applications with full fee remission				
Fee remission ceiling				
Maximum fee subsidy per month				
Total amount of subsidy disbursed				

Table 2: Group aged 2-3

	2016/17	2017/18	2018/19	2019/20 (Estimate)
Number of applications received				
Number of successful applications				
Number of applications with half fee remission				
Number of applications with 75% fee remission				
Number of applications with full fee remission				
Fee remission ceiling				
Maximum fee subsidy per month				
Total amount of subsidy disbursed				

Table 3: Group aged 3-6

	2016/17	2017/18	2018/19	2019/20 (Estimate)
Number of applications received				
Number of successful applications				
Number of applications with half fee remission				
Number of applications with 75% fee remission				
Number of applications with full fee remission				
Fee remission ceiling (half day class)				
Fee remission ceiling (whole day class)				
Maximum fee subsidy per month				
Total amount of subsidy disbursed				

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 13)

Reply:

Relevant figures of the KCFRS from the 2016/17 to 2019/20 school years are as follows:

Table 1: Group aged below 2 (child care centre students)

School year	2016/17	2017/18	2018/19 (as at 31 January 2019)	2019/20 (Estimate)
Number of applications received	423	361	258	599
Number of successful applications	348	305	227	352
Number of applications with half fee remission	167	167	129	193
Number of applications with 75% fee remission	31	32	25	37
Number of applications with full fee remission	150	106	73	122
Fee remission ceiling ($) (per month)	6,985	6,345	6,500	To be confirmed
Maximum fee subsidy per month ($)	6,985	6,345	6,500	
Total amount of subsidy disbursed ($ million)	14.6	12.1	5.0	16.0

Table 2: Group aged 2-3 (child care centre students)

School year	2016/17	2017/18	2018/19 (as at 31 January 2019)	2019/20 (Estimate)
Number of applications received	2 306	2 065	1 726	2 637
Number of successful applications	1 704	1 535	1 305	1 552
Number of applications with half fee remission	778	711	598	719
Number of applications with 75% fee remission	165	145	118	147
Number of applications with full fee remission	761	679	589	686
Fee remission ceiling ($) (per month)	5,426	6,159	6,906	To be confirmed
Maximum fee subsidy per month ($)	5,426	6,159	6,906	
Total amount of subsidy disbursed ($ million)	55.2	48.2	23.8	61.1

Table 3: Group aged 3-6 (kindergarten students)

School year	2016/17	2017/18	2018/19 (as at 31 January 2019)	2019/20 (Estimate)
Number of applications received	48 266	43 291	40 338	44 470
Number of successful applications	39 480	23 548#	22 290#	24 573#
Number of applications with half fee remission	13 167	7 810	8 063	8 139
Number of applications with 75% fee remission	3 339	2 086	1 984	2 175
Number of applications with full fee remission	22 974	13 652	12 243	14 259
Fee remission ceiling (half day class) ($) (per year*)	8,170^	4,400	4,400	To be confirmed
Fee remission ceiling (whole day class) ($) (per year*)	25,370^	12,400	14,000	
Maximum fee subsidy ($) (per year*)	25,370^	12,400	14,000	
Total amount of subsidy disbursed ($ million)	546.2	215.7	119.1	235.7

The kindergarten education scheme (KG scheme) has replaced the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2017/18 school year. The number of successful applications does not include students who have passed the means test but need not pay school fee under the KG scheme.

^ Does not include the voucher subsidy under the PEVS to cover kindergarten fees.

* Under the KCFRS, the fee remission ceiling of kindergarten fees is set on a yearly basis and is different from that of child care centre fees which is set on a monthly basis.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1232)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information on the Chinese language courses (as compulsory or elective courses to fulfill the graduation requirement of UGC-funded or self-funded post-secondary programmes) offered in each tertiary institution from 2014/15 to 2018/19 school years:

a. Name of Chinese Language course or programme;

b. Type of course or programme (e.g. credit bearing, certificate, diploma, etc.);

c. Course fee;

d. Course or programme pre-requisites;

e. Number of local students enrolled;

f. Number of local non-Chinese speaking students enrolled; and

g. Number of local non-Chinese speaking students enrolled who were admitted through JUPAS.

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 8)

Reply:

All tertiary institutions are independent educational establishments which enjoy a high degree of autonomy in programme design and formulation of graduation requirements. The institutions draw up their own academic policies and standards for various undergraduate programmes to assess whether students meet the graduation requirements. We do not have information on the compulsory or elective Chinese language courses which are listed as a graduation requirement.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1243)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

a. Regarding the various funding schemes of the Research Grants Council (RGC) under the University Grants Committee, please tabulate the following information:

i) a breakdown of the number of funded projects and the total funding allocation for the funded projects under the General Research Fund (GRF) from the 2014/15 to 2018/19 academic years by institution;

ii) a breakdown of the number of funded projects and the total funding allocation for the funded projects under the GRF from the 2014/15 to 2018/19 academic years by category of disciplines (1);

iii) a breakdown of the number of postgraduate students receiving funding support under the Hong Kong PhD Fellowship Scheme (HKPFS) from the 2014/15 to 2018/19 academic years by institution;

iv) a breakdown of the number of postgraduate students receiving funding support under the HKPFS from the 2014/15 to 2018/19 academic years by category of research disciplines (1);

b. The HKPFS also provides funding for "some dual or joint PhD programmes in partnership with universities outside Hong Kong". Please set out the number of times for which relevant programmes were funded by the RGC from the 2014/15 to 2018/19 academic years, the expenditure involved and the names of the programmes.

(Note[1]): The categories of disciplines include Humanities, Science, Engineering, Social Sciences, Business, Legal, Medicine and Others

Asked by: Hon AU Nok-hin (LegCo internal reference no.: 22)

Reply:

(ai) – (aii) The number of funded projects and the respective amount of funding awarded under the General Research Fund (GRF) in the past five academic years (2014/15 to 2018/19), with breakdown by university and broad subject category, are at **Annex 1**.

(aiii) – (aiv) The number of postgraduate students receiving funding support under the Hong Kong PhD Fellowship Scheme (HKPFS) of the Research Grants Council (RGC) from 2014/15 to 2018/19, with breakdown by university and category of research disciplines, are at **Annex 2**.

(b) The acceptance of some "dual or joint PhD programmes in partnership with universities outside Hong Kong" for the HKPFS will take effect in the 2019/20. As such, there is no information in this regard from 2014/15 to 2018/19.

Annex 1

Number of Funded Projects and Funding Amount Awarded under the General Research Fund (2014/15 to 2018/19)

Breakdown of Number of Funded Projects by University

University	2014/15	2015/16	2016/17	2017/18	2018/19 (Note 1)
City University of Hong Kong	138	146	146	142	144
Hong Kong Baptist University	73	56	61	61	59
Lingnan University	9	13	4	16	6
The Chinese University of Hong Kong	208	205	221	223	214
The Education University of Hong Kong	16	30	18	22	26
The Hong Kong Polytechnic University	138	123	129	148	153
The Hong Kong University of Science and Technology	150	161	157	154	167
The University of Hong Kong	240	215	233	198	220
Total	**972**	**949**	**969**	**964**	**989**

Breakdown of Funding Amount Awarded by University (Note 2)

University	2014/15 ($ million)	2015/16 ($ million)	2016/17 ($ million)	2017/18 ($ million)	2018/19 ($ million) (Note 1)
City University of Hong Kong	72.9	81.4	82.5	78.2	76.9
Hong Kong Baptist University	37.7	27.1	34.6	34.5	34.0
Lingnan University	2.1	4.6	2.3	5.8	1.6
The Chinese University of Hong Kong	132.9	136.1	140.5	147.7	131.8

The Education University of Hong Kong	9.2	15.3	8.7	14.2	15.6
The Hong Kong Polytechnic University	79.4	73.8	72.1	81.2	88.6
The Hong Kong University of Science and Technology	95.9	108.0	101.1	93.6	101.6
The University of Hong Kong	164.7	150.2	157.5	138.2	142.3
Total (Note 3)	**594.9**	**596.5**	**599.2**	**593.4**	**592.2**

Note 1 Position up to 28 February 2019.

Note 2 Research funding secured in an academic year does not need to be fully spent within the same academic year.

Note 3 Figures may not add up due to rounding.

Breakdown of Number of Funded Projects by Broad Subject Category

Broad Subject Category (Note 1)	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19** (Note 2)
Biology and Medicine	193	170	176	171	180
Business Studies	143	112	110	116	114
Engineering	287	287	303	300	272
Humanities and Social Sciences	187	218	183	176	207
Physical Sciences	162	162	197	201	216
Total	**972**	**949**	**969**	**964**	**989**

Breakdown of Funding Amount Awarded by Broad Subject Category

Broad Subject Category (Note 1)	**2014/15 ($ million)**	**2015/16 ($ million)**	**2016/17 ($ million)**	**2017/18 ($ million)**	**2018/19 ($ million)** (Note 2)
Biology and Medicine	158.3	161.0	167.7	170.2	164.7
Business Studies	48.6	43.4	48.9	49.9	45.8
Engineering	186.6	181.8	185.0	170.5	169.1
Humanities and Social Sciences	97.0	105.0	94.6	103.2	110.1
Physical Sciences	104.5	105.3	103.0	99.6	102.6
Total (Note 3)	**594.9**	**596.5**	**599.2**	**593.4**	**592.2**

Note 1 The RGC categories the projects funded by the GRF into the disciplines of Biology and Medicine, Business Studies, Engineering, Humanities and Social Sciences, and Physical Sciences.

Note 2 Position up to 28 February 2019.

Note 3 Figures may not add up due to rounding.

Annex 2

Number of Postgraduate Students Receiving Funding Support under the Hong Kong PhD Fellowship Scheme (HKPFS) (2014/15 to 2018/19)

Breakdown by University

University	2014/15	2015/16	2016/17	2017/18	2018/19
City University of Hong Kong	19	24	33	35	38
Hong Kong Baptist University	14	15	14	11	17
Lingnan University	7	6	5	4	4
The Chinese University of Hong Kong	39	41	48	43	37
The Education University of Hong Kong	-	-	-	2	5
The Hong Kong Polytechnic University	29	28	34	35	25
The Hong Kong University of Science and Technology	65	55	51	62	53
The University of Hong Kong	50	47	46	39	52
Total	**223**	**216**	**231**	**231**	**231**

Breakdown by Broad Academic Programme Category

Broad Academic Programme Category (Note 1)	2014/15	2015/16	2016/17	2017/18	2018/19
Medicine, Dentistry and Health	16	12	21	17	29
Sciences	59	70	79	71	59
Engineering and Technology	85	77	66	78	69
Business and Management	8	8	12	16	15
Social Sciences	27	20	24	18	24
Arts and Humanities	27	27	24	26	26
Education	1	2	5	5	9
Total	**223**	**216**	**231**	**231**	**231**

Note 1 The UGC categorizes postgraduate students receiving funding support under the HKPFS by broad academic programme categories.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2953)

Head: (190) University Grants Committee

Subhead (No. & title): (492) Grants to UGC-funded institutions

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please set out the changes in the number of contract teaching staff in each of the funded universities over the past 3 years with a breakdown by the following duration of contract for each university:

a. 3 to 6 months
b. 6 to 12 months
c. More than 1 year

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 43)

Reply:

As provided by the University Grants Committee (UGC)-funded universities, the numbers of contract staff and the corresponding changes in the universities from the 2016/17 to 2018/19 academic years are at **Annex**. The breakdown of numbers by duration of contract requested in the question is not available.

Annex

Numbers of contract staff and corresponding changes in the UGC-funded universities from the 2016/17 to 2018/19 academic years

University	2016/17	2017/18	2018/19 (Provisional)
City University of Hong Kong	1 193	1 170 [-23]	1 217 [+47]
Hong Kong Baptist University	856	885 [+29]	916 [+31]
Lingnan University	383	399 [+16]	406 [+7]
The Chinese University of Hong Kong	2 534	2 536 [+2]	2 539 [+3]
The Education University of Hong Kong	735	752 [+17]	776 [+24]
The Hong Kong Polytechnic University	1 392	1 430 [+38]	1 456 [+26]
The Hong Kong University of Science and Technology	1 226	1 249 [+23]	1 288 [+39]
The University of Hong Kong	3 007	3 099 [+92]	3 239 [+140]

Notes:

1. Figures in square brackets represent the changes in staff numbers as compared to the preceding academic year.
2. For City University of Hong Kong, Hong Kong Baptist University and the Education University of Hong Kong, figures exclude research, honorary academic and part-time staff; for the Hong Kong University of Science and Technology, figures exclude honorary academic and part-time staff. For the Hong Kong Polytechnic University, figures only include the number of staff with salaries wholly funded by general funds, and exclude academic staff on honorary or adjunct appointment, and temporary or part-time staff.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0563)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In view of the reduction in the number of places of all postgraduate programmes in Hong Kong in recent years, has the University Grants Committee (UGC) conducted a survey on Hong Kong students' aspiration for further studies? How does it ensure a stable supply of programme places? How does it ensure a balanced ratio of local to non-local students?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 40)

Reply:

The number of approved places for research postgraduate (RPg) programmes in the 2008/09 to 2021/22 academic years are tabulated below. Since the 2011/12 academic year, the number of approved places of RPg programmes has maintained at 5 595 without reduction.

Academic year	Number of approved places for RPg programmes
2008/09	4 765
2009/10	5 144
2010/11	5 325
2011/12	5 595
2012/13	5 595
2013/14	5 595
2014/15	5 595
2015/16	5 595
2016/17	5 595
2017/18	5 595
2018/19	5 595
2019/20	5 595
2020/21	5 595
2021/22	5 595

To boost the research capability of Hong Kong through attracting high quality talents from around the world, the University Grants Committee (UGC)-funded universities admit RPg students on a merit basis, taking into account the students' academic results and research capability. The place of origin of the students is not a consideration. This helps ensure that the best candidates from different places are engaged to boost the level of research in Hong Kong, and is in line with the common practice of the international academic community. In the meantime, the UGC and UGC-funded universities have been raising the interest of local students in RPg programmes through various means, such as launching the Hong Kong PhD Fellowship Scheme, providing more opportunities for undergraduates to engage in research, and proactively sourcing of potential students by professors with a view to encouraging local graduates to pursue RPg programmes. It is worth noting that whether local graduates choose to pursue RPg programmes and whether they would pursue the programmes locally is a personal choice. To encourage more local students to apply for admission to UGC-funded RPg programmes, we launched the Tuition Waiver Scheme for Local Research Postgraduate Students in July 2018. As at November 2018, 1 887 local students have benefitted and the total tuition waived in the first year is estimated to be about $70 million.

Moreover, with a view to providing more research and sustained development opportunities, the RGC will launch the regular Postdoctoral Fellowship Scheme in the 2019/20 academic year to provide the selected postdoctoral fellows with stipends (covering the basic salary of a university full-time postdoctoral post and a travel allowance for conferences and/or research-related activities) for up to 3 years. The UGC initially proposes to reserve half of the quota (i.e. 25) of the Scheme for local PhD graduates every year. Furthermore, the Scheme helps encourage PhD graduates to pursue careers in research and create more postdoctoral posts in the higher education sector. The UGC will consult the universities on the details of the Scheme later this year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2074)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the 2019-20 Budget that the Government will set aside a dedicated provision of $16 billion for University Grants Committee (UGC)-funded universities to enhance or refurbish campus facilities, in particular the provision of additional facilities essential for research and development activities, such as laboratories. Please set out the provisions for UGC-funded universities to enhance or refurbish campus facilities in the past 3 years, as well as the contents and expected years of completion of the projects involved.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 3)

Reply:

The Finance Committee of the Legislative Council approved in 2017-18 the project estimate of $810.9 million for the University of Hong Kong to construct an academic building at No. 3 Sassoon Road. The project is expected to be completed in 2021-22.

Besides, the details of the alterations, additions, repairs and improvements projects of UGC-funded universities in the past three years (2016-17 to 2018-19) are provided at the **Annex**.

Annex

Projects commenced in 2016-17

University	Project	Project Estimates ($ million)	Anticipated Completion Year
City University of Hong Kong	Conversion of space into wet laboratories (Floor 5, Academic 1)	25.29	Completed in 2018-19.
	Improvement of indoor air quality on campus	18.63	
Hong Kong Baptist University	Upgrading of fire services and air-conditioning system to student residence halls	21.64	
	Spatial reorganisation and renovation works for catering facilities on Ho Sin Hang Campus	29.85	
Lingnan University	Replacement works of the chiller units, chilled water circulation system and building management system for the mechanical ventilation and air-conditioning installation	27.25	
	Improvement works to the existing finishes of the pavement along all covered walkway, Wing On Plaza and walkway along emergency vehicular access within the main campus	29.83	
The Chinese University of Hong Kong	Energy saving and safety enhancement works on campus	24.94	
	Upgrading and improvement works of Shanghai Fraternity Association Research Services Centre	29.97	
The Education University of Hong Kong	Upgrading artificial turfs in Pak Shek Kok Sports Centre and in Tai Po Campus Soccer Pitch	25.34	
	Replacement of air-cooled chillers by water-cooled chillers in Block E	19.70	
The Hong Kong Polytechnic University	Office consolidation at 3/F of QT and ST Wings	27.10	
	Replacement of the existing air-cooled chiller plant with high energy-efficient oil-free air-cooled type for Phase 6 Building	30.00	
The Hong Kong University of Science and Technology	New data centre and transformer room on 2/F at Zone L and H of the Academic Building	30.00	
	Renovation of laboratory space for research on 6/F at Zone L of the Academic Building	7.00	

University	Project	Project Estimates ($ million)	Anticipated Completion Year
The University of Hong Kong	Space reorganisation at 2/F of Knowles Building	29.01	Completed in 2018-19.
	Space reorganisation at Medical Library at Sassoon Road and G/F and 2/F of Main Library at the Main Campus	29.98	
	Total:	**405.53**	

Projects commenced in 2017-18

University	Project	Project Estimates ($ million)	Anticipated Completion Year
City University of Hong Kong	Conversion of space into wet laboratories (Floor 2, Academic 1)	23.79	To be completed in 2019-20.
	Replacement of aged fume extraction systems for laboratories in Academic 1	27.68	
Hong Kong Baptist University	Spatial reorganisation and renovation works at Levels 2 and 4 of Sir Run Run Shaw Building and Level 6 of Oen Hall Building (East Wing)	29.44	
	Refurbishment of common washrooms at South Tower, student residence halls	28.33	
	Upgrading of chiller plants on Level 2 of student residence halls	8.53	
Lingnan University	Installing internal lift system and upgrading of IT infrastructure at Patrick Lee Wan Keung Academic Building	25.34	
	Improvement works of the soccer pitch artificial turf system, the running track system and associated facilities at the University's Outdoor Sports Ground	30.00	
	Upgrade of IT infrastructure for data centres	15.82	
The Chinese University of Hong Kong	Track improvement works at Sir Philip Haddon-Cave Sports Field	11.99	
	Extension on roof of Mong Man Wai Building and 1/F of William M.W. Mong Engineering Building for new laboratory space	29.81	
	Extension of University Sports Centre	29.95	

University	Project	Project Estimates ($ million)	Anticipated Completion Year
The Education University of Hong Kong	Improvement of conference and meeting facilities in Tai Po Campus	29.39	To be completed in 2019-20.
	Construction of link floors at Block D	27.93	
	Renovation works to improve language learning facilities on Tai Po Campus	8.90	
	Improvement of fire detection and ventilation system to minimise the false fire alarm in Hostel A, B and C	9.91	
The Hong Kong Polytechnic University	Global student hub at P/F of QT Wing	29.44	
	Safety enhancement works to all the existing lifts on campus and replacement of lift installations in Cores E, F, G, H and J	23.86	
	Classrooms improvement works at 3/F of CD, CF & EF Wings and 4/F of DE Wing	30.00	
The Hong Kong University of Science and Technology	Major renovation and spatial reorganisation of catering facilities at LG1 of the Academic Building	30.00	
	Office remodelling on 2/F and 3/F at Zone E of the Academic Building	10.97	
	Spatial reorganisation of Room 1213 and 1213M at Zone H of the Academic Building	6.14	
The University of Hong Kong	Reorganisation of space at LG/F and G/F of Hui Oi Chow Building for the Faculty of Engineering	30.00	
	Improvement works of lecture theatres and classroom in Meng Wah Complex	29.64	
	Safety improvement works and preventive measures to a few slopes in campus and feature walls along Bonham Road	30.00	
	Total:	**556.86**	

Projects commenced in 2018-19

University	Project title	Project Estimates ($ million)	Anticipated Completion Year
City University of Hong Kong	Conversion of space into wet laboratories (2/F, Yeung Kin Man Academic Building)	28.84	To be completed in 2020-21.
	Improvement of indoor air quality and facilities for teaching venues at Yeung Kin Man Academic Building	28.24	
Hong Kong Baptist University	Improvement works to Li Promenade on Shaw Campus	29.25	
	Improvement works to Wai Hang Sports Centre	29.99	
	Addition of fume stacks to Cha Chi-ming Science Tower and conversion works for laboratories at Level 5 of Oen Hall Building	30.00	
Lingnan University	Upgrade of equipment and facilities for Chan Tak Tai Auditorium	28.29	
	Renovation of Library with addition of mezzanine level at Patrick Lee Wan Keung Academic Building	29.95	
The Chinese University of Hong Kong	Upgrading of information technology infrastructure for Next Generation Campus Network	29.94	
	Provisions of new laboratory space a) Spatial reorganisation of 5/F Mong Man Wai Building and Lady Shaw Building b) Extension on 2/F of Ho Sin Hang Engineering Building	27.46	
	Spatial reorganisation and improvement works for dissecting laboratories on LG/F of Choh-Ming Li Basic Medical Sciences Building	29.99	
The Education University of Hong Kong	Improvement works of lecture theatres at Tai Po Campus	29.68	
	Improvement of student toilets facilities to enhance hygiene condition in Blocks B,C,D & E	28.67	
The Hong Kong Polytechnic University	Classroom improvement works at 3/F of FJ and HJ Wings	29.80	
	Renovation of washrooms in Cores G, J and W	30.00	

University	Project title	Project Estimates ($ million)	Anticipated Completion Year
The Hong Kong University of Science and Technology	Spatial reorganisation of Academic Concourse 1/F, Zone C	28.69	To be completed in 2020-21.
	Renovation of teaching and research laboratory spaces for Department of Civil Engineering at 3/F, Zone J	14.65	
	Improvement works to central dishwashing facilities and kitchen staff changing at LG7 Canteen	6.00	
The University of Hong Kong	Enhancement works for existing air-conditioning systems at the Main Campus as "green solutions"	29.48	
	Space reorganisation at LG Floor of Haking Wong Building for academic purpose - Main Campus Branch of Electron Microscope Unit	30.00	
	New Laboratories for housing bio-medical equipment and for drone research at LG floor of Haking Wong Building	30.00	
	Total:	**548.92**	

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2075)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures for the past three years:

(1) the amount of research funding granted by the Research Endowment Fund of the Research Grants Council under the purview of the University Grants Committee, as well as the scope of the research; and

(2) the amount of research funding for the various faculties and the estimated numbers of research student beneficiaries, broken down by the faculty of arts, science and business in the eight universities.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 4)

Reply:

(1) In the 2016/17, 2017/18 and 2018/19 academic years, the Research Endowment Fund (REF) allocated $1.074 billion, $1.018 billion and $1.011 billion* to various competitive research funding schemes respectively. Information such as the titles of the relevant projects, the participating University Grants Committee (UGC)-funded universities, the areas of discipline involved and the amount of funding secured has been uploaded to the UGC's website (https://www.ugc.edu.hk/eng/rgc/funded_research/funding_results.html).

* Position up to 28 February 2019.

(2) The amount of funding secured by the UGC-funded universities through REF competitive research funding schemes in the past three academic years (2016/17 to 2018/19), with a breakdown by broad subject category, is tabulated below. It is noteworthy that the competitive research funding secured in an academic year does not need to be fully spent within the same academic year. The UGC does not have the statistics on the number of research postgraduate student beneficiaries.

2016/17

Broad Subject Category	CityU ($m)	HKBU ($m)	LU ($m)	CUHK ($m)	EdUHK ($m)	PolyU ($m)	HKUST ($m)	HKU ($m)
Biology and Medicine	6.3	13.2	0.8	122.6	-	15.3	29.4	177.8
Business Studies	10.9	2.7	-	10.0	-	9.6	14.6	12.6
Engineering	80.4	5.3	-	29.0	0.5	64.8	57.3	75.9
Humanities and Social Sciences	17.4	11.8	3.7	34.1	11.8	9.4	16.7	54.9
Physical Sciences	24.9	9.5	-	31.2	1.4	14.2	67.5	26.6
Total (Note 1)	**139.9**	**42.5**	**4.6**	**226.8**	**13.7**	**113.4**	**185.4**	**347.8**

2017/18

Broad Subject Category	CityU ($m)	HKBU ($m)	LU ($m)	CUHK ($m)	EdUHK ($m)	PolyU ($m)	HKUST ($m)	HKU ($m)
Biology and Medicine	18.2	11.1	-	95.2	1.2	23.2	45.1	118.6
Business Studies	12.9	3.5	2.5	12.0	-	12.6	12.5	6.4
Engineering	42.3	3.4	-	47.4	-	79.5	85.7	78.9
Humanities and Social Sciences	13.3	16.0	4.9	41.5	15.5	9.8	5.6	35.5
Physical Sciences	22.1	9.2	-	35.9	1.9	16.4	48.5	29.9
Total (Note 1)	**108.8**	**43.1**	**7.4**	**232.0**	**18.6**	**141.5**	**197.4**	**269.4**

2018/19 (Note 2)

Broad Subject Category	CityU ($m)	HKBU ($m)	LU ($m)	CUHK ($m)	EdUHK ($m)	PolyU ($m)	HKUST ($m)	HKU ($m)
Biology and Medicine	19.3	13.5	-	79.8	-	16.8	51.4	129.1
Business Studies	11.2	2.7	1.1	11.1	-	12.0	30.3	9.0
Engineering	44.4	3.8	-	75.2	-	97.9	55.5	37.3
Humanities and Social Sciences	13.6	14.3	4.1	38.5	20.4	16.3	4.9	43.1

Physical Sciences	26.4	7.7	-	31.9	1.1	22.0	38.0	27.1
Total (Note 1)	**114.9**	**41.9**	**5.2**	**236.5**	**21.5**	**165.0**	**180.1**	**245.5**

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Note 1 Figures may not add up due to rounding.

Note 2 Position up to 28 February 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2077)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 academic year, the Government has provided tuition waiver for all local students enrolled in University Grants Committee-funded research postgraduate programmes. The objective of the tuition waiver is to incentivise more local students to apply for admission to research postgraduate programmes with a view to building up a pool of local research talents. Please provide information on the following in the past 3 years:

(1) The number of local students enrolled in research programmes;

(2) The number of local students receiving tuition waiver since the launch of the Tuition Waiver Scheme for Local Research Postgraduate Students, broken down by university;

(3) The number of local students receiving tuition waiver since the launch of the Tuition Waiver Scheme for Local Research Postgraduate Students, broken down by discipline;

(4) Whether the Government has assessed if the tuition waiver has any positive effect on increasing the number of local students?

(5) Measures, if any, taken by the Government to increase the chance of local students being admitted to research postgraduate programmes with a view to maintaining the competitiveness of Hong Kong and promoting development of its higher education sector.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 6)

Reply:

(1) The number of local students enrolled in University Grants Committee (UGC)-funded research postgraduate (RPg) programmes in the past three years are set out at **Annex A**.

(2) and (3)

The Tuition Waiver Scheme for Local Research Postgraduate Students (the Scheme) was launched on 1 July 2018, and the number of local students who benefitted since its launch (broken down by university and discipline) are set out at **Annex B**.

(4) The Scheme was launched on 1 July 2018. Since applications for most of the RPg programmes for the cohort admitted in the 2018/19 academic year had closed in the first half of 2018, the effectiveness of the Scheme has yet to be fully reflected in the number of applicants in the 2018/19 academic year. The UGC will keep in view the change in the number of local students admitted to the RPg programmes.

(5) After graduation from undergraduate programmes, Hong Kong students have diversified opportunities for further studies and employment, and a number of them intending to pursue RPg studies choose to do so at overseas universities. Ultimately, whether graduates choose to pursue RPg studies, and if so where, is a personal choice. The UGC and its funded universities have been utilising various means to enhance the interest of local students in pursuing RPg programmes, such as launching the Hong Kong PhD Fellowship Scheme, providing more opportunities for undergraduates to engage in research activities, professors to encourage potential local students to pursue RPg programmes on graduation, and providing tuition waiver to local RPg students, with a view to incentivising local graduates to pursue RPg programmes.

Moreover, with a view to providing more research and sustained development opportunities, the Research Grants Council will launch the new regular Postdoctoral Fellowship Scheme in the 2019/20 academic year to provide the awarded postdoctoral fellows with stipends (covering the basic salary of a university full-time postdoctoral post and a travel allowance for conferences and/or research-related activities) for up to three years. The UGC initially proposes to reserve half of the quota (i.e. 25) of the Scheme for local PhD graduates. Furthermore, the Scheme helps encourage PhD graduates to pursue careers in research and create more postdoctoral posts in the higher education sector. The UGC will consult the universities on the details of the Scheme later this year.

Annex A

Number of local students enrolled in UGC-funded RPg programmes in the 2016/17 to 2018/19 academic years

Academic year	Number of local students
2016/17	1 519
2017/18	1 478
2018/19 (Provisional)	1 553

Note:

1. Number of local students refers to the number of RPg students fully or partially funded by the UGC (including students financed by external funds).

Annex B

Number of beneficiaries since the launch[1] of the Tuition Waiver Scheme for Local Research Postgraduate Students

(a) By university (Headcount)

University	Number of benefited local students (as at November 2018)
City University of Hong Kong	94
Hong Kong Baptist University	74
Lingnan University	33
The Chinese University of Hong Kong	687
The Education University of Hong Kong	20
The Hong Kong Polytechnic University	195
The Hong Kong University of Science and Technology	257
The University of Hong Kong	527
Total	**1 887**

(b) By discipline (Headcount)

Discipline	Number of benefited local students (as at November 2018)
Medicine, Dentistry and Health	386
Sciences	574
Engineering and Technology	301
Business and Management	47
Social Sciences	199
Arts and Humanities	305
Education	58
Inter-disciplinary Programmes	17
Total	**1 887**

Note:

1. The Tuition Waiver Scheme for Local Research Postgraduate Students was launched on 1 July 2018. As academic calendars of universities vary, the number of beneficiaries includes local RPg students in the 2017/18 academic year at some of the universities as at July and August 2018, as well as all local RPg students from the 8 universities in the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2821)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The number of students pursuing UGC-funded programmes in the 2017/18 and 2018/19 academic years were 97 384 and 98 017 respectively. Please advise this Committee of the following:

(1) the number of local and non-local students pursuing UGC-funded programmes by place of origin from the 2015/16 to 2018/19 academic years;

Place of Origin/ Academic Year	2015/16	2016/17	2017/18	2018/19
Hong Kong				
Mainland China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
Southeast Asia				
South America				
North America				
Others				

(2) the number of non-local students pursing UGC-funded programmes by level of study from the 2015/16 to 2018/19 academic years using the table below:

	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate
Hong Kong				
Mainland China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
Southeast Asia				
South America				
North America				
Others				

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 2)

Reply:

(1) and (2)

The number of local and non-local students of University Grants Committee (UGC)-funded programmes by place of origin and level of study from the 2015/16 to 2018/19 academic years is at **Annex**.

Annex

Number of Local and Non-local Students of UGC-funded Programmes by Place of Origin and Level of Study from the 2015/16 to 2018/19 Academic Years

2015/16 Academic Year

(full-time equivalent numbers)

Place of Origin	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	**Total**
Local students	4 071	72 085	2 197	1 434	**79 787**
Mainland China	1	6 660	51	5 110	**11 822**
Taiwan	-	513	-	33	**547**
Japan and South Korea	-	924	-	34	**957**
Other parts of Asia	-	1 246	14	357	**1 617**
Russia	-	25	-	13	**38**
European Union	-	122	2	186	**310**
Other European countries	-	26	1	19	**46**
Africa	-	23	1	80	**104**
Oceania	-	17	3	9	**29**
Central and South America	-	14	-	13	**27**
North America	-	77	2	72	**151**
Total	**4 072**	**81 732**	**2 271**	**7 359**	**95 435**

2016/17 Academic Year

(full-time equivalent numbers)

Place of Origin	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	**Total**
Local students	4 054	72 774	2 135	1 513	**80 475**
Mainland China	-	6 796	53	5 130	**11 979**
Taiwan	-	564	1	29	**594**
Japan and South Korea	-	1 111	-	34	**1 145**
Other parts of Asia	1	1 498	7	439	**1 945**
Russia	-	26	-	18	**44**
European Union	-	120	-	161	**281**
Other European countries	-	32	-	17	**49**
Africa	-	28	-	111	**139**
Oceania	-	14	1	12	**27**
Central and South America	-	14	-	17	**31**
North America	-	81	-	77	**158**
Total	**4 055**	**83 058**	**2 197**	**7 558**	**96 868**

2017/18 Academic Year

(full-time equivalent numbers)

Place of Origin	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	**Total**
Local students	3 423	73 487	1 999	1 472	**80 381**
Mainland China	-	6 885	71	5 116	**12 071**
Taiwan	-	616	-	27	**643**
Japan and South Korea	-	1 235	-	55	**1 290**
Other parts of Asia	-	1 732	10	492	**2 234**
Russia	-	28	-	19	**47**
European Union	-	127	-	149	**276**
Other European countries	-	27	-	17	**44**
Africa	-	35	-	146	**181**
Oceania	-	14	1	14	**29**
Central and South America	-	15	-	19	**34**
North America	-	85	1	68	**154**
Total	**3 423**	**84 285**	**2 082**	**7 594**	**97 384**

2018/19 Academic Year (Provisional)

(full-time equivalent numbers)

Place of Origin	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	**Total**
Local students	2 761	73 767	1 901	1 550	**79 979**
Mainland China	-	6 933	90	5 278	**12 301**
Taiwan	-	708	-	23	**731**
Japan and South Korea	-	1 445	-	65	**1 510**
Other parts of Asia	-	2 147	9	529	**2 685**
Russia	-	28	-	20	**48**
European Union	-	129	1	153	**283**
Other European countries	-	33	-	13	**46**
Africa	-	54	-	166	**220**
Oceania	-	11	-	14	**25**
Central and South America	-	17	-	23	**40**
North American	-	96	2	50	**148**
Total	**2 761**	**85 368**	**2 003**	**7 884**	**98 017**

Notes:

1. Place of origin refers to the nationality or the place of residence of a non-local student.
2. Including the number of students studying UGC-funded programmes at various levels of study. The number of the UGC-funded research postgraduate students refers to the number of students fully funded or partly funded (counted on a pro-rata basis) by the UGC within their normal study periods. Figures may not add up to the corresponding totals due to rounding.
3. "-" denotes nil.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0001)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditure on salaries and the recruitment staff of the University Grants Committee (UGC)-funded institutions, please provide the figures of the following for the past 5 years (2014/15 to 2018/19) and the estimated figures for the 2019/20 academic year:

1. the number of part-time teaching staff employed and the percentage out of the total number of teaching staff;

2. a breakdown, by terms of employments, of the numbers, proportions and percentage changes of the teaching and non-teaching staff on temporary contract, term contract, long-term employment contract and substantive appointment in funded institutions;

3. the changes in the number of senior staff, the expenditure on their salaries and the percentage of such expenditure out of the total expenditure of each funded institution; and

4. the amount of expenditure on salaries and benefits of each institution that is funded by public money and income other than public funds respectively.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 23)

Reply:

1. As provided by the UGC-funded universities, the numbers and percentages of part-time academic staff in the academic departments of the universities with salaries wholly funded by general funds from the 2014/15 to 2018/19 academic years are at **Annex A**. Estimate for the 2019/20 academic year is not available.

2. As provided by the UGC-funded universities, the respective numbers and percentages of staff on contract and substantive appointment from the 2014/15 to 2018/19 academic years are at **Annex B** and the corresponding percentages of staff changes are

at **Annex C**. The breakdown between teaching and non-teaching staff and the estimate for the 2019/20 academic year are not available.

3. As provided by the UGC-funded universities, the changes in the number of senior staff from the 2014/15 to 2018/19 academic years are at **Annex D**. Estimate for the 2019/20 academic year is not available. As regards expenditure on salaries of senior staff, since the deregulation of the salary scales of UGC-funded universities in 2003, the UGC has not sought to control for funding purposes actual expenditure on salaries in the universities. The information requested is thus not available.

4. The bulk of the Government subvention to the eight UGC-funded universities is in the form of a block grant which provides for a one-line allocation of resources for a funding period (usually a triennium). Expenditure of universities (including expenditure on salaries and benefits) is not solely covered by Government funding. Universities have other sources of income including tuition fees and other fees, interest and investment income, donations and endowments, auxiliary services and other incomes. Apportionment of expenditure on salaries and benefits by funding source is not available.

   However, as an indication and according to the annual financial reports of the eight UGC-funded universities, the expenditure on salaries and benefits and the income for the 2014/15 to 2017/18 academic years are set out at **Annex E**. Information for the 2018/19 academic year is not available and there is no estimate made for the 2019/20 academic year.

Annex A

Numbers and Percentages of Part-time Academic Staff in Academic Departments of UGC-funded Universities with Salaries Wholly Funded by General Funds, 2014/15 to 2018/19 Academic Years[(1)]

(Headcount)

Academic year	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
2014/15	-	1 (0.3%)	8 (5.0%)	34 (3.3%)	2 (0.6%)	24 (2.6%)	3 (0.6%)	2 (0.2%)
2015/16	1 (0.1%)	-	8 (5.1%)	33 (3.1%)	5 (1.4%)	25 (2.7%)	7 (1.4%)	2 (0.2%)
2016/17	1 (0.1%)	-	3 (2.0%)	8 (0.8%)	5 (1.5%)	32 (3.2%)	6 (1.1%)	5 (0.5%)
2017/18	1 (0.1%)	-	3 (1.9%)	10 (1.1%)	7 (2.2%)	48 (4.9%)	11 (2.0%)	4 (0.4%)
2018/19 (Provisional)	-	-	1 (0.7%)	6 (0.6%)	5 (1.4%)	54 (5.8%)	16 (2.9%)	7 (0.7%)

Notes:

1. The percentage of relevant staff in relation to the academic staff in the academic departments of various universities with salaries wholly funded by general funds.
2. "-" denotes nil.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex B

Numbers and Percentages of Staff on Contract and Substantive Appointment in UGC-funded Universities, 2014/15 to 2018/19 Academic Years

2014/15 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 191	41.7%	2	0.1%	1 665	58.3%
HKBU	784	53.0%	0	0%	683	47.0%
LU	209	40.0%	155	29.6%	159	30.4%
CUHK	2 369	52.9%	30	0.7%	2 076	46.4%
EdUHK	532	45.2%	141	12.0%	505	42.9%
PolyU	1 086	36.7%	76	2.6%	1 800	60.7%
HKUST	1 074	42.8%	30	1.2%	1 403	56.0%
HKU	2 912	59.2%	137	2.8%	1 873	38.0%

2015/16 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 179	41.1%	1	0.03%	1 690	58.9%
HKBU	815	54.0%	0	0%	682	46.0%
LU	207	40.2%	154	29.9%	154	29.9%
CUHK	2 448	53.8%	30	0.7%	2 068	45.5%
EdUHK	575	46.9%	128	10.4%	522	42.6%
PolyU	1 214	39.0%	100	3.2%	1 800	57.8%
HKUST	1 123	44.3%	41	1.6%	1 374	54.1%
HKU	2 861	58.1%	113	2.3%	1 952	39.6%

2016/17 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 192	41.2%	1	0.03%	1 697	58.7%
HKBU	856	56.0%	0	0%	674	44.0%
LU	232	43.7%	151	28.4%	148	27.9%
CUHK	2 503	54.3%	31	0.7%	2 074	45.0%
EdUHK	617	49.1%	118	9.4%	521	41.5%
PolyU	1 264	40.6%	128	4.1%	1 724	55.3%
HKUST	1 183	46.0%	43	1.7%	1 349	52.3%
HKU	2 892	58.7%	115	2.3%	1 918	39.0%

2017/18 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 169	40.3%	1	0.03%	1 729	59.6%
HKBU	885	56.3%	0	0%	687	43.7%
LU	264	48.4%	135	24.8%	146	26.8%
CUHK	2 502	54.2%	34	0.7%	2 077	45.0%
EdUHK	654	51.5%	98	7.7%	518	40.8%
PolyU	1 298	42.0%	132	4.3%	1 659	53.7%
HKUST	1 200	46.5%	49	1.9%	1 330	51.6%
HKU	2 978	60.5%	121	2.5%	1 825	37.1%

2018/19 Academic Year (Provisional)

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 216	42.4%	1	0.03%	1 651	57.6%
HKBU	916	57.3%	0	0%	683	42.7%
LU	284	51.5%	122	22.1%	146	26.5%
CUHK	2 506	54.0%	33	0.7%	2 105	45.3%
EdUHK	690	53.2%	86	6.6%	521	40.2%
PolyU	1 336	43.5%	120	3.9%	1 616	52.6%
HKUST	1 255	48.7%	33	1.3%	1 287	50.0%
HKU	3 115	62.0%	124	2.5%	1 785	35.5%

Notes:

1. Contract staff refer to staff with offer of appointment for 3 years or less per contract.
2. Long-term contract staff refer to staff with offer of appointment for more than 3 years per contract.
3. For CityU, HKBU and EdUHK, figures exclude research, honorary academic and part-time staff; for HKUST, figures exclude honorary academic and part-time staff.
4. The staff numbers of The Hong Kong Polytechnic University only include those whose salaries are wholly funded by UGC and do not include Honorary and Adjunct appointees and temporary or part-time staff members.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex C

Staff Changes in UGC-funded Universities, 2014/15 to 2018/19 Academic Years

Total Staff Number –

University	2014/15	2015/16	2016/17	2017/18	2018/19 (Provisional)
CityU	2 858	2 870	2 890	2 899	2 868
HKBU	1 467	1 497	1 530	1 572	1 599
LU	523	515	531	545	552
CUHK	4 475	4 546	4 608	4 613	4 644
EdUHK	1 189	1 234	1 251	1 270	1 297
PolyU	2 962	3 114	3 116	3 089	3 072
HKUST	2 507	2 538	2 575	2 579	2 575
HKU	4 922	4 926	4 925	4 924	5 024

University	Changes between 2014/15 and 2015/16		Changes between 2015/16 and 2016/17	
	No.	% change	No.	% change
CityU	+12	+0.4%	+20	+0.7%
HKBU	+30	+2.0%	+33	+2.2%
LU	-8	-1.5%	+16	+3.1%
CUHK	+71	+1.5%	+62	+1.3%
EdUHK	+45	+3.8%	+17	+1.4%
PolyU	+152	+5.1%	+2	+0.1%
HKUST	+31	+1.2%	+37	+1.5%
HKU	+4	+0.1%	-1	-0.02%

University	Changes between 2016/17 and 2017/18		Changes between 2017/18 and 2018/19	
	No.	% change	No.	% change
CityU	+9	+0.3%	-31	-1.1%
HKBU	+42	+2.8%	+27	+1.7%
LU	+14	+2.6%	+7	+1.3%
CUHK	+5	+0.1%	+31	+0.7%
EdUHK	+19	+1.5%	+27	+2.1%
PolyU	-27	-0.9%	-17	-0.6%
HKUST	+4	+0.2%	-4	-0.2%
HKU	-1	-0.02%	+100	+2.0%

Notes:

1. The staff numbers of The Hong Kong Polytechnic University only include those whose salaries are wholly funded by UGC and do not include Honorary and Adjunct appointees and temporary or part-time staff members.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex D

Numbers of Senior Staff in UGC-funded Universities
2014/15 to 2018/19 Academic Years

University	2014/15	2015/16	2016/17	2017/18	2018/19 (Provisional)
CityU	379 (+33)	394 (+15)	414 (+20)	445 (+31)	472 (+27)
HKBU	129 (-1)	127 (-2)	123 (-4)	129 (+6)	134 (+5)
LU	56 (+3)	52 (-4)	54 (+2)	51 (-3)	50 (-1)
CUHK	323 (+6)	309 (-14)	307 (-2)	293 (-14)	290 (-3)
EdUHK	115 (+7)	118 (+3)	117 (-1)	119 (+2)	123 (+4)
PolyU	446 (-8)	481 (+35)	480 (-1)	484 (+4)	482 (-2)
HKUST	333 (+1)	327 (-6)	322 (-5)	333 (+11)	317 (-16)
HKU	371 (+3)	371 (0)	382 (+11)	372 (-10)	380 (+8)

Notes:
1. Examples of senior staff include chair professors, professors, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.
2. Figures in brackets represent the changes in the staff numbers as compared to the preceding year.
3. Senior staff of The Hong Kong Polytechnic University include Associate Professor and above levels and senior non-academic staff and equivalent whose salaries are wholly funded by UGC.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex E

2014/15 to 2018/19 Academic Years
Expenditure on Salaries and Benefits and Income of UGC-funded universities Note 1

2014/15 Academic Year

University	Expenditure on salaries and benefits ($ million)	Income		
		Government funding Note 2 ($ million)	Tuition and other sources of income Note 3 ($ million)	Total ($ million)
CityU	2,572	2,294	2,154	4,447
HKBU	1,677	1,186	1,558	2,745
LU	513	454	360	814
CUHK	4,394	4,456	3,625	8,080
EdUHK	929	891	549	1,439
PolyU	3,087	2,953	2,509	5,462
HKUST	2,223	2,421	1,275	3,696
HKU	4,699	4,406	3,977	8,383
Total	**20,094**	**19,060**	**16,006**	**35,066**

Source: Financial reports of UGC-funded universities.
Figures may not add up due to rounding.

2015/16 Academic Year

University	Expenditure on salaries and benefits ($ million)	Income		
		Government funding Note 2 ($ million)	Tuition and other sources of income Note 3 ($ million)	Total ($ million)
CityU	2,681	2,581	1,840	4,421
HKBU	1,794	1,305	1,438	2,743
LU	502	482	321	803
CUHK	4,690	4,798	3,173	7,972
EdUHK	1,010	923	582	1,506
PolyU	3,304	3,066	2,433	5,500
HKUST	2,300	2,509	1,669	4,178
HKU	5,044	4,870	2,775	7,645
Total	**21,325**	**20,535**	**14,233**	**34,768**

Source: Financial reports of UGC-funded universities.
Figures may not add up due to rounding.

2016/17 Academic Year

University	Expenditure on salaries and benefits ($ million)	Income		
		Government funding [Note 2] ($ million)	Tuition and other sources of income [Note 3] ($ million)	Total ($ million)
CityU	2,751	2,816	2,582	5,398
HKBU	1,883	1,317	1,795	3,113
LU	524	472	420	891
CUHK	4,995	4,835	4,400	9,235
EdUHK	1,072	1,028	635	1,664
PolyU	3,600	3,435	2,721	6,156
HKUST	2,452	2,642	2,084	4,726
HKU	5,280	4,929	4,897	9,826
Total	**22,556**	**21,473**	**19,536**	**41,009**

Source: Financial reports of UGC-funded universities.
Figures may not add up due to rounding.

2017/18 Academic Year

University	Expenditure on salaries and benefits ($ million)	Income		
		Government funding [Note 2] ($ million)	Tuition and other sources of income [Note 3] ($ million)	Total ($ million)
CityU	2,898	2,820	2,307	5,127
HKBU	1,944	1,358	1,731	3,089
LU	561	473	409	882
CUHK	5,120	4,927	4,606	9,534
EdUHK	1,128	1,033	639	1,672
PolyU	3,724	3,629	2,637	6,266
HKUST	2,545	2,723	2,166	4,889
HKU	5,557	5,132	4,741	9,873
Total	**23,478**	**22,095**	**19,236**	**41,332**

Source: Financial reports of UGC-funded universities.
Figures may not add up due to rounding.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Notes:

1. The financial information set out in this annex only covered those activities at university level (i.e. excluding subsidiaries).
2. Government funding include UGC funding (mainly comprise block grants, Earmarked Research Grants administered by the Research Grants Council, other earmarked grants and matching grants, etc) and other funding provision from the Government (mainly include subventions from Government bureaux and departments, such as the Food and Health Bureau, Innovation and Technology Commission and Environmental Protection Department, etc).
3. Tuition and other sources of income include tuition fees and other fees, interest and investment income, donations and benefactions, auxiliary services and other incomes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0005)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please set out, by institution, the respective amounts of Government funding to University Grants Committee (UGC)-funded universities and their percentages against the total income of the universities in the past 5 years (2014/15 to 2018/19):

Sources of income	Institutions ($m) (as a % of total income)								UGC sector
	CityU	HKBU	LU	CUHK	EUHK	PolyU	HKUST	HKU	
Recurrent funding from UGC									
Funding from Research Grant Council (RGC)									
Funding from other Government agencies (please specify)									
Sub-total									
Tuition and other fees									
Interest									

Sources of income	Institutions ($m) (as a % of total income)								UGC sector
	CityU	HKBU	LU	CUHK	EUHK	PolyU	HKUST	HKU	
and investment income									
Donations and benefactions									
Income from subsidiaries									
Other incomes (please specify)									
Total income									

2. Please list out, by institution, a list of local and overseas subsidiaries established or currently owned by UGC-funded institutions.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 44)

Reply:

1. Total income by source of the eight University Grants Committee (UGC)-funded universities for the 2014/15 to 2017/18 academic years, based on universities' annual financial reports, is provided at **Annex A**. Information for the 2018/19 academic year is not available. The annual financial report of each university is also available on its website.

2. A list of subsidiaries / principal subsidiaries of UGC-funded universities as disclosed in their 2017/18 annual financial reports is provided at **Annex B**. The list of subsidiaries of each university is also provided in the annual financial report on its website.

Annex A

Total income by source of the University Grants Committee (UGC)-funded universities for the 2014/15 to 2017/18 academic years

Sources of income (At university level, i.e. excluding subsidiaries)	**Universities**																**UGC Sector**	
	CityU		**HKBU**		**LU**		**CUHK**		**EdUHK**		**PolyU**		**HKUST**		**HKU**			
	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*
2014/15																		
Government Subventions																		
Subventions from UGC Note 1	2,207	*49.6%*	1,146	*41.8%*	442	*54.2%*	4,198	*52.0%*	831	*57.7%*	2,785	*51.0%*	2,343	*63.4%*	4,223	*50.4%*	18,175	*51.8%*
Subventions from Gov't Agencies Note 2	87	*1.9%*	40	*1.5%*	12	*1.5%*	257	*3.2%*	60	*4.2%*	168	*3.1%*	78	*2.1%*	182	*2.2%*	886	*2.5%*
Sub-total	**2,294**	***51.6%***	**1,186**	***43.2%***	**454**	***55.7%***	**4,456**	***55.1%***	**891**	***61.9%***	**2,953**	***54.1%***	**2,421**	***65.5%***	**4,406**	***52.6%***	**19,060**	***54.4%***
Tuition and other sources of income																		
Tuition and other fees	1,590	*35.7%*	1,143	*41.7%*	268	*32.9%*	1,979	*24.5%*	452	*31.4%*	1,614	*29.6%*	1,030	*27.9%*	1,638	*19.5%*	9,715	*27.7%*
Interest and investment income	190	*4.3%*	39	*1.4%*	28	*3.5%*	367	*4.5%*	19	*1.3%*	174	*3.2%*	(92)	*-2.5%*	646	*7.7%*	1,372	*3.9%*
Donations and benefactions	166	*3.7%*	107	*3.9%*	26	*3.2%*	480	*5.9%*	27	*1.8%*	267	*4.9%*	86	*2.3%*	680	*8.1%*	1,837	*5.2%*
Auxiliary services and other incomes	208	*4.7%*	269	*9.8%*	38	*4.7%*	799	*9.9%*	51	*3.5%*	454	*8.3%*	251	*6.8%*	1,013	*12.1%*	3,082	*8.8%*
Total Income	**4,447**	***100.0%***	**2,745**	***100.0%***	**814**	***100.0%***	**8,080**	***100.0%***	**1,439**	***100.0%***	**5,462**	***100.0%***	**3,696**	***100.0%***	**8,383**	***100.0%***	**35,066**	***100.0%***
2015/16																		
Government Subventions																		
Subventions from UGC Note 1	2,477	*56.0%*	1,265	*46.1%*	473	*59.0%*	4,502	*56.5%*	866	*57.5%*	2,861	*52.0%*	2,408	*57.6%*	4,630	*60.6%*	19,483	*56.0%*
Subventions from Gov't Agencies Note 2	104	*2.4%*	40	*1.5%*	8	*1.0%*	296	*3.7%*	56	*3.7%*	205	*3.7%*	101	*2.4%*	240	*3.1%*	1,052	*3.0%*

Sources of income (At university level, i.e. excluding subsidiaries)	**Universities**																**UGC Sector**	
	CityU		**HKBU**		**LU**		**CUHK**		**EdUHK**		**PolyU**		**HKUST**		**HKU**			
	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*
Sub-total	**2,581**	***58.4%***	**1,305**	***47.6%***	**482**	***60.0%***	**4,798**	***60.2%***	**923**	***61.3%***	**3,066**	***55.8%***	**2,509**	***60.1%***	**4,870**	***63.7%***	**20,535**	***59.1%***
Tuition and other sources of income																		
Tuition and other fees	1,583	*35.8%*	1,160	*42.3%*	258	*32.1%*	2,000	*25.1%*	479	*31.8%*	1,616	*29.4%*	1,104	*26.4%*	1,726	*22.6%*	9,927	*28.6%*
Interest and investment income	(96)	*-2.2%*	(67)	*-2.4%*	(14)	*-1.8%*	1	*0.01%*	11	*0.8%*	42	*0.8%*	(2)	*-0.05%*	(618)	*-8.1%*	(743)	*-2.1%*
Donations and benefactions	162	*3.7%*	89	*3.3%*	39	*4.9%*	409	*5.1%*	42	*2.8%*	295	*5.4%*	316	*7.6%*	594	*7.8%*	1,947	*5.6%*
Auxiliary services and other incomes	191	*4.3%*	256	*9.3%*	38	*4.7%*	763	*9.6%*	50	*3.3%*	480	*8.7%*	251	*6.0%*	1,073	*14.0%*	3,102	*8.9%*
Total Income	**4,421**	***100.0%***	**2,743**	***100.0%***	**803**	***100.0%***	**7,972**	***100.0%***	**1,506**	***100.0%***	**5,500**	***100.0%***	**4,178**	***100.0%***	**7,645**	***100.0%***	**34,768**	***100.0%***
2016/17																		
Government Subventions																		
Subventions from UGC Note 1	2,673	*49.5%*	1,261	*40.5%*	462	*51.8%*	4,532	*49.1%*	970	*58.3%*	3,208	*52.1%*	2,506	*53.0%*	4,689	*47.7%*	20,301	*49.5%*
Subventions from Gov't Agencies Note 2	143	*2.6%*	56	*1.8%*	10	*1.1%*	302	*3.3%*	58	*3.5%*	227	*3.7%*	136	*2.9%*	240	*2.4%*	1,172	*2.9%*
Sub-total	**2,816**	***52.2%***	**1,317**	***42.3%***	**472**	***52.9%***	**4,835**	***52.3%***	**1,028**	***61.8%***	**3,435**	***55.8%***	**2,642**	***55.9%***	**4,929**	***50.2%***	**21,473**	***52.4%***
Tuition and other sources of income																		
Tuition and other fees	1,561	*28.9%*	1,115	*35.8%*	249	*27.9%*	2,018	*21.8%*	491	*29.5%*	1,610	*26.2%*	1,099	*23.3%*	1,798	*18.3%*	9,941	*24.2%*
Interest and investment income	631	*11.7%*	307	*9.9%*	89	*10.0%*	847	*9.2%*	15	*0.9%*	386	*6.3%*	648	*13.7%*	1,392	*14.2%*	4,316	*10.5%*
Donations and benefactions	187	*3.5%*	109	*3.5%*	43	*4.8%*	696	*7.5%*	72	*4.3%*	238	*3.9%*	66	*1.4%*	443	*4.5%*	1,854	*4.5%*
Auxiliary services and other incomes	203	*3.8%*	264	*8.5%*	39	*4.4%*	839	*9.1%*	57	*3.5%*	487	*7.9%*	271	*5.7%*	1,264	*12.9%*	3,425	*8.4%*
Total Income	**5,398**	***100.0%***	**3,113**	***100.0%***	**891**	***100.0%***	**9,235**	***100.0%***	**1,664**	***100.0%***	**6,156**	***100.0%***	**4,726**	***100.0%***	**9,826**	***100.0%***	**41,009**	***100.0%***

Sources of income (At university level, i.e. excluding subsidiaries)	**Universities**																**UGC Sector**	
	CityU		**HKBU**		**LU**		**CUHK**		**EdUHK**		**PolyU**		**HKUST**		**HKU**			
	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*	(HK$M)	*% (As a % of Total Income)*
2017/18																		
Government Subventions																		
Subventions from UGC [Note 1]	2,695	*52.6%*	1,305	*42.3%*	461	*52.3%*	4,653	*48.8%*	969	*57.9%*	3,425	*54.7%*	2,570	*52.6%*	4,858	*49.2%*	20,936	*50.7%*
Subventions from Gov't Agencies [Note 2]	125	*2.4%*	52	*1.7%*	12	*1.4%*	274	*2.9%*	65	*3.9%*	204	*3.3%*	153	*3.1%*	274	*2.8%*	1,159	*2.8%*
Sub-total	**2,820**	***55.0%***	**1,358**	***43.9%***	**473**	***53.7%***	**4,927**	***51.7%***	**1,033**	***61.8%***	**3,629**	***57.9%***	**2,723**	***55.7%***	**5,132**	***52.0%***	**22,095**	***53.5%***
Tuition and other sources of income																		
Tuition and other fees	1,621	*31.6%*	1,160	*37.5%*	265	*30.0%*	2,120	*22.2%*	499	*29.8%*	1,566	*25.0%*	1,246	*25.5%*	1,927	*19.5%*	10,402	*25.2%*
Interest and investment income	318	*6.2%*	234	*7.6%*	71	*8.0%*	838	*8.8%*	11	*0.7%*	248	*4.0%*	552	*11.3%*	898	*9.1%*	3,171	*7.7%*
Donations and benefactions	148	*2.9%*	81	*2.6%*	34	*3.9%*	731	*7.7%*	67	*4.0%*	319	*5.1%*	60	*1.2%*	640	*6.5%*	2,081	*5.0%*
Auxiliary services and other incomes	220	*4.3%*	256	*8.3%*	39	*4.4%*	917	*9.6%*	62	*3.7%*	504	*8.1%*	308	*6.3%*	1,276	*12.9%*	3,582	*8.7%*
Total Income	**5,127**	***100.0%***	**3,089**	***100.0%***	**882**	***100.0%***	**9,534**	***100.0%***	**1,672**	***100.0%***	**6,266**	***100.0%***	**4,889**	***100.0%***	**9,873**	***100.0%***	**41,332**	***100.0%***

Source: Financial reports of UGC-funded universities.
Figures may not add up due to rounding.

Abbreviations:
CityU - City University of Hong Kong
HKBU - Hong Kong Baptist University
LU - Lingnan University
CUHK - The Chinese University of Hong Kong
EdUHK - The Education University of Hong Kong
PolyU - The Hong Kong Polytechnic University
HKUST - The Hong Kong University of Science and Technology
HKU - The University of Hong Kong

Notes:
(1) Subventions from UGC mainly comprise block grants, Earmarked Research Grants administered by the Research Grants Council, other earmarked grants and matching grants, etc.
(2) Subventions from Government Agencies include mainly subventions from Government bureaux and departments, such as the Food and Health Bureau, Innovation and Technology Commission and Environmental Protection Department, etc.

Annex B

List of subsidiaries / principal subsidiaries of UGC-funded universities

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
CityU	˙CityU Enterprises Limited ˙CityU Professional Services Limited ˙CityU Research Institute (Shenzhen) Company Limited ˙CityU Research Limited ˙CityU Veterinary Health Group Company Limited ˙CityU Veterinary Diagnostic Laboratory Company Limited
HKBU	˙HKBU Holdings Limited ˙HKBU Science Consultancy Company Limited ˙Institute for the Advancement of Chinese Medicine (IACM) Limited ˙Smartlife Limited ˙BUCM Limited ˙Hong Kong Creative Arts Centre Limited ˙Hong Kong Baptist University Investment Limited ˙HKBU R&D Licensing Limited ˙Institute for Research and Continuing Education ˙BU Consultancy (Shenzhen) Limited ˙Changshu HKBU Technology Company Limited
LU	Nil
CUHK	˙The Chinese University of Hong Kong Foundation Limited ˙Information Networking Laboratories Limited ˙PA Company Limited ˙HKIX Hong Kong Limited ˙The Hong Kong Internet eXchange Limited ˙CUCAMed Company Limited ˙The Hong Kong Institute of Biotechnology Limited ˙IBSOmed Bioscience Limited ˙港中大研究院(深圳)有限公司 ˙Asia Diabetes Foundation Limited ˙The Chinese University of Hong Kong (Shenzhen) Foundation Limited ˙CUHK Health Limited ˙CUHK Medical Centre Limited ˙CUHK Medical Clinic Limited ˙CUHK Medical Centre Charitable Foundation Limited
EdUHK	˙The EdUHK Schools Limited ˙The EdUHK School of Continuing and Professional Education Limited
PolyU	˙Campus Facilities Management Company Limited ˙College of Professional and Continuing Education Limited ˙Hong Kong Community College ˙Hotel ICON Limited ˙PolyU Enterprise Plus Limited ˙PolyU Research Limited ˙PolyU Technology and Consultancy Co. Limited ˙PearL Modern TCM Research Limited ˙PearL Western Development Company Limited ˙PearL-DigiPower (Offshore) Company Limited ˙PearL Technology Partnership Limited ˙The Hong Kong CyberU Limited ˙普爾葯物科技開發(深圳)有限公司 ˙理大產學研基地(深圳)有限公司 ˙理大科技顧問(深圳)有限公司
HKUST	˙HKUST College of Lifelong Learning Limited ˙HKUST Properties Limited ˙Hong Kong University of Science and Technology R and D Corporation Limited ˙HKUST R and D Corporation (Guangzhou) Limited ˙HKUST R and D Corporation (Shenzhen) Limited ˙Guangzhou HKUST Fok Ying Tung Research Institute ˙The HKUST Shenzhen Research Institute ˙Biotechnology Research Corporation Limited
HKU	˙Bioworld Investment Limited ˙Centennial College ˙HKU Enterprises Limited ˙HKU CyberSPACE Limited ˙HKU School of Professional and Continuing Education ˙HKU – Shenzhen Institute of Research and Innovation

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
	˙HKU SPACE (Beijing) Consulting Services Limited ˙HKU SPACE Qianhai Education Consulting Services (Shenzhen) Company Limited ˙HKU – Zhejiang Institute of Research and Innovation ˙Poon Kam Kai Institute of Management ˙TCM Investment Limited ˙The University of Hong Kong (Shenzhen) Limited ˙The University of Hong Kong (Shenzhen) Teaching Hospital Limited ˙Versitech Limited ˙港大科研諮詢(深圳)有限公司 ˙港大教育信息諮詢(上海)有限公司

Abbreviations:
CityU - City University of Hong Kong
HKBU - Hong Kong Baptist University
LU - Lingnan University
CUHK - The Chinese University of Hong Kong
EdUHK - The Education University of Hong Kong
PolyU - The Hong Kong Polytechnic University
HKUST - The Hong Kong University of Science and Technology
HKU - The University of Hong Kong

* Incorporated within and outside Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0072)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the following for the past 5 years (2014/15 to 2018/19):

1. the names of the top 10 funded undergraduate programmes, offered by each University Grants Committee (UGC)-funded institution, which admitted the largest numbers of local applicants who hold non-local public examination results or academic qualifications (in terms of number and percentage respectively); the numbers of these applicants admitted to each of such programmes, as well as their percentage and median admission score; and the numbers of applicants admitted to each of such programmes through Joint University Programmes Admissions System (JUPAS) and their median admission score;

2. the names of the top 10 undergraduate programmes, offered by each UGC-funded institution, which admitted the largest numbers of non-local students (in terms of number and percentage respectively) and the nationalities of the non-local students admitted; the numbers of these applicants admitted to each of such programmes, as well as their percentage and median admission score; and the numbers of JUPAS applicants admitted to each of such programmes and their median admission score;

3. a list of scholarships available for application by tertiary students (e.g. the Hong Kong PhD Fellowship Scheme), with respective numbers of applicants and awardees, nationalities of the awardees and amounts of award involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 11)

Reply:

1. and 2.

Candidates of local public examinations continue to be the major source of local students for University Grants Committee (UGC)-funded undergraduate programmes over the years.

The local students not admitted to the UGC-funded undergraduate programmes through Joint University Programmes Admissions System (JUPAS) (non-JUPAS route) include students with local sub-degree qualifications, non-local qualifications and other qualifications (e.g. already had undergraduate degree qualifications).

Student admission is within the autonomy of the UGC-funded universities. Following the principles of fairness and merit-based selection, each university administers its own admission policy and criteria for different undergraduate programmes to assess applications submitted through the JUPAS and non-JUPAS routes. Having regard to institutional autonomy in student admission, neither the Government nor the UGC would require universities to specify a particular ratio of local students admitted through the JUPAS and non-JUPAS routes.

According to the UGC-funded universities, 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. Universities 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 universities do not apply any formula to convert and compare different academic and non-academic qualifications.

The requested details regarding the top 10 UGC-funded first-year-first-degree (FYFD) programmes of each UGC-funded university with the highest ratio of local students with non-local qualifications to the total number of students admitted in the 2017/18 and 2018/19 academic years are at **Annex A**. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded university with the largest number of local students with non-local qualifications in the 2017/18 and 2018/19 academic years are at **Annex B**. The same details covering the 2014/15 to 2016/17 academic years were set out in our replies (Reply Serial Nos. EDB597, EDB739 and EDB248) to questions (Question Serial Nos. 4454, 3626 and 0133) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16, 2017-18 and 2018-19 in 2015, 2017 and 2018 respectively. Given the length of the replies, the details covering the 2014/15 to 2016/17 academic years are not repeated herein.

Non-local students, including the Mainland and other non-local students, can be admitted to the UGC-funded undergraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number (calculated by level of study). Starting from the 2016/17 academic year, since all new non-local undergraduate students are admitted by over-enrolment on top of the approved student number, they will not compete directly with local students. It is noteworthy that non-local students are required to pay higher tuition fees which are at least sufficient to recover relevant additional direct costs to avoid public money being used to cross-subsidise non-local students.

According to the UGC-funded universities, 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 universities in accordance with the principles of fairness and merit-based selection. Each university administers its own admission policy and criteria to identify the most-deserving among the non-local candidates.

The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded university with the highest ratio of non-local students to the total number of students admitted in the 2017/18 and 2018/19 academic years are at **Annex C**. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded university with the largest number of non-local students in the 2017/18 and 2018/19 academic years are at **Annex D**. The same details covering the 2014/15 to 2016/17 academic years were set out in our replies (Reply Serial Nos. EDB597, EDB739 and EDB248) to questions (Question Serial Nos. 4454, 3626 and 0133) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16, 2017-18 and 2018-19 in 2015, 2017 and 2018 respectively. Given the length of the replies, the details covering the 2014/15 to 2016/17 academic years are not repeated herein. Moreover, the breakdown of the non-local students by place of origin for the top 10 UGC-funded FYFD programmes with the highest ratio of non-local students to the total number of students and the largest number of non-local students admitted from the 2014/15 to 2016/17 academic years are at **Annex E** and **Annex F** respectively.

All the aforementioned annexes are prepared based on information provided by the universities.

3.

The Hong Kong PhD Fellowship Scheme, established in 2009, is open to local as well as non-local postgraduate students who wish to pursue their PhD programmes in the UGC-funded universities. Starting from the 2018/19 academic year, the Fellowship provides each awardee with a monthly stipend of HK$25,100 and a conference and research-related transport allowance of HK$12,600 per year for up to 3 years. The number of postgraduate students applying for the Fellowship from the 2014/15 to 2018/19 academic years is tabulated below:

Academic year	Number of applicants
2014/15	4 755
2015/16	4 114
2016/17	4 303
2017/18	4 968
2018/19	5 955

The breakdown of the awardees by place of origin from the 2014/15 to 2018/19 academic years is tabulated at **Annex G**.

Annex A

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: City University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Laws	42	14	3	-	6	65	21.5%	19.0	235.7	36.2
2	Bachelor of Business Administration in Global Business	11	3	1	-	10	25	12.0%	18.5	190.0	-
3	Bachelor of Science in Computational Finance	7	2	1	-	15	25	8.0%	16.0	*	-
4	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	37	4	6	3	12	62	6.5%	16.7	*	*
5	Bachelor of Science in Chemistry	41	3	6	1	2	53	5.7%	15.0	*	*
6	Department of Applied Social Sciences (options: BSocSc Criminology and Sociology, BSocSc Psychology, BSocSc Social Work)	95	7	15	1	14	132	5.3%	17.1	206.7	31.3
7	Bachelor of Arts in English Studies	20	1	5	-	1	27	3.7%	16.4	-	*
8	Department of Physics (options: BSc Applied Physics, BEng Materials Engineering)	55	3	13	-	12	83	3.6%	14.6	*	*
9	Bachelor of Social Sciences in Public Policy and Politics	61	3	14	3	7	88	3.4%	17.0	*	*
10	School of Creative Media (options: BA Creative Media, BSc Creative Media, BAS New Media)	89	4	19	2	18	132	3.0%	15.6	-	33.7

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	Bachelor of Laws	39	8	6	2	10	65	12.3%	19.3	89.6	*
2	Bachelor of Business Administration in Global Business	12	2	-	-	16	30	6.7%	17.3	*	*
3	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	36	4	7	2	24	73	5.5%	16.7	-	30.0
4	Department of Biomedical Sciences (options: BSc Biological Sciences, BSc Biomedical Sciences)	74	5	1	-	18	98	5.1%	15.4	*	*
5	Bachelor of Arts and Science in New Media	14	1	6	-	-	21	4.8%	15.4	-	*
6	Bachelor of Science in Applied Physics	27	2	6	-	7	42	4.8%	14.1	*	-
7	Department of Linguistics and Translation (options: BA Linguistics and Language Applications, BA Translation and Interpretation)	32	2	5	2	5	46	4.3%	17.2	-	*
8	Bachelor of Science in Chemistry	38	2	5	-	3	48	4.2%	14.9	*	*
9	Bachelor of Social Sciences in Asian and International Studies	12	1	5	1	6	25	4.0%	15.0	-	*
10	Bachelor of Arts in Creative Media	20	1	3	2	4	30	3.3%	16.4	-	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local

institutions, or situations where students are admitted with multiple qualifications being major consideration.

6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:

Before September 2017:	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
Since September 2017:	A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
	AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: Hong Kong Baptist University

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) (2)(3)	Sub-degree qualifications (2)(4)	Others (5)						
1	Bachelor of Business Administration	43	6	-	8	13	70	8.6%	16.6	*	30.7
2	BBA - Applied Economics	14	2	-	2	6	24	8.3%	15.8	-	*
3	Bachelor of Communication	67	8	-	15	34	124	6.5%	18.5	*	*
4	BA Music	12	2	9	13	1	37	5.4%	17.7	*	-
5	BSocSc - European Studies	24	2	3	2	6	37	5.4%	16.7	-	-
6	BA - Visual Arts	53	3	1	3	3	63	4.8%	15.0	-	34.3
7	Bachelor of Communication - Film (Animation & Media Arts)	13	1	2	3	2	21	4.8%	15.8	-	*
8	BBA - Marketing	20	1	-	6	3	30	3.3%	16.1	-	*
9	Bachelor of Arts	139	5	8	9	14	175	2.9%	16.8	*	28.0
10	Bachelor of Science	137	6	15	20	53	231	2.6%	15.7	*	*

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) (2)(3)	Sub-degree qualifications (2)(4)	Others (5)						
1	BBA - Information Systems and e-Business Management	9	4	2	1	3	19	21.1%	15.9	-	27.3
2	BBA - Finance	24	7	-	3	7	41	17.1%	15.5	*	29.7
3	BA PE & Recreation Management	12	3	6	15	-	36	8.3%	18.1	-	*
4	BA Music	12	3	10	12	1	38	7.9%	15.9	-	*
5	BBA - Accounting	31	5	4	10	14	64	7.8%	15.8	*	*
6	Bachelor of Business Administration	27	5	1	17	15	65	7.7%	16.0	*	28.3

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
7	Bachelor of Chinese Medicine & BSc Biomedical Science	22	2	3	-	6	33	6.1%	19.0	-	-
8	BBA - Human Resources Management	34	2	2	8	4	50	4.0%	16.1	-	*
9	BBA - Applied Economics	15	1	-	3	6	25	4.0%	15.4	*	-
10	BA - Visual Arts	49	2	2	7	3	63	3.2%	14.6	-	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: Lingnan University

	2017/18 Academic year Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	Bachelor of Arts (Hons) in Visual Studies	26	1	-	-	3	30	3.3%	15.3	-	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	Bachelor of Business Administration (Hons) - Risk and Insurance Management	23	1	-	-	5	29	3.4%	15.0	-	-
2	Bachelor of Business Administration (Hons)	141	3	2	2	16	164	1.8%	15.2	*	*
3	Bachelor of Social Sciences (Hons)	119	1	2	1	17	140	0.7%	15.3	-	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:

Before September 2017:	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
Since September 2017:	A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
	AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Chinese University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	BSc Environmental Science	1	1	-	-	-	2	50.0%	*	-	*
2	M.B.,Ch.B. Medicine	131	92	-	10	2	235	39.1%	23.8	280.0	43.2
3	B.B.A. in International Business and Chinese Enterprise	7	6	-	-	4	17	35.3%	23.4	-	39.8
4	LL.B. Laws	45	24	-	-	8	77	31.2%	21.6	267.5	39.1
5	B.S.Sc. Architectural Studies	21	12	-	2	5	40	30.0%	21.2	248.0	38.2
6	Double Degree Programme of B.B.A. (Integrated BBA Programme) and Juris Doctor	10	6	-	-	4	20	30.0%	21.8	*	39.2
7	B.Sc. Biomedical Sciences	20	9	-	-	5	34	26.5%	21.9	*	40.1
8	B.Sc. Public Health	20	8	7	-	-	35	22.9%	19.1	*	*
9	B.Sc. Interdisciplinary Major Programme in Global Economics & Finance	17	5	-	-	4	26	19.2%	21.2	*	*
10	B.Pharm. Pharmacy	23	6	-	3	-	32	18.8%	22.2	*	40.0

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		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	B.B.A. in International Business and Chinese Enterprise	5	8	-	-	2	15	53.3%	23.6	-	40.1
2	B.Pharm. Pharmacy	27	22	1	3	-	53	41.5%	21.4	102.4	39.8

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		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
3	B.B.A. in Global Business Studies	9	7	-	-	2	18	38.9%	25.5	*	43.2
4	LL.B. Laws	43	27	-	-	9	79	34.2%	21.8	101.3	39.3
5	M.B.,Ch.B. Medicine	155	66	-	5	3	229	28.8%	23.9	112.0	43.2
6	B.S.Sc. Architectural Studies	22	8	-	-	6	36	22.2%	20.5	*	38.0
7	B.Eng. Biomedical Engineering	23	12	7	-	13	55	21.8%	17.8	*	38.8
8	B.Sc. Public Health	16	7	12	1	-	36	19.4%	19.4	*	39.8
9	B.Sc.Quantitative Finance & Risk Management Science	17	5	-	-	5	27	18.5%	22.1	*	*
10	B.Sc. Quantitative Finance	31	7	-	-	4	42	16.7%	20.8	*	*

Notes:

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2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
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   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we

are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Education University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	4	8	1	10	41	9.8%	15.8	*	-
2	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	3	10	4	5	41	7.3%	15.8	*	*
3	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	2	3	1	12	36	5.6%	15.9	-	-
4	Bachelor of Education (Honours) (History) (Five-year Full-time)	27	2	6	-	1	36	5.6%	14.9	-	*
5	Bachelor of Arts (Honours) in Special Education (Four-year Full-time)	16	1	6	-	1	24	4.2%	15.4	-	*
6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	1	7	6	1	33	3.0%	14.9	-	*
7	Bachelor of Education (Honours) (Science) (Five-year Full-time)	20	1	14	4	3	42	2.4%	14.9	*	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	19	3	1	1	15	39	7.7%	15.6	-	*
2	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	12	2	4	2	9	29	6.9%	16.7	-	-
3	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	17	2	7	-	3	29	6.9%	15.2	-	*
4	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Five-year Full-time)	15	1	7	1	-	24	4.2%	14.2	-	*
5	Bachelor of Education (Honours) (Physical Education) (Five-year Full-time)	15	1	10	1	-	27	3.7%	14.9	-	-
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	19	1	2	1	5	28	3.6%	16.4	-	-
7	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	25	1	9	-	3	38	2.6%	15.8	*	-
8	Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time)	22	1	15	-	1	39	2.6%	14.4	*	-
9	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	20	1	10	2	8	41	2.4%	15.3	-	-
10	Bachelor of Education (Honours) (Science) (Five-year Full-time)	21	1	20	1	2	45	2.2%	14.6	-	*

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:

Before September 2017:	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
Since September 2017:	A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
	AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Hong Kong Polytechnic University

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	BA (HONS) SOCIAL POLICY & ADMINISTRATION	17	3	-	-	-	20	15.0%	16.4	-	30.3
2	BA (HONS) SCHEME IN DESIGN	62	12	15	2	12	103	11.7%	16.0	*	35.8
3	BSc (HONS) OPTOMETRY	40	3	-	-	2	45	6.7%	18.7	*	*
4	BSc (HONS) PHYSIOTHERAPY	127	6	-	1	3	137	4.4%	21.4	*	38.5
5	BBA (HONS) ACCOUNTING AND FINANCE	22	3	8	-	37	70	4.3%	16.5	-	*
6	BEng (HONS) AVIATION ENGINEERING	33	2	10	-	5	50	4.0%	16.3	-	*
7	BEng (HONS) ENVIRONMENTAL ENGINEERING & SUSTAINABLE DEVELOPMENT	20	1	1	-	3	25	4.0%	15.2	-	*
8	BSc (HONS) OCCUPATIONAL THERAPY	92	4	6	-	-	102	3.9%	21.5	*	*
9	BROAD DISCIPLINE OF CONSTRUCTION & ENVIRONMENT	55	2	-	-	-	57	3.5%	16.9	*	-
10	BSc (HONS) APPLIED BIOLOGY WITH BIOTECHNOLOGY	17	1	3	-	8	29	3.4%	16.3	-	*

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	BBA (HONS) MARKETING	35	7	6	-	10	58	12.1%	16.0	-	*
2	BROAD DISCIPLINE OF BUSINESS	60	6	6	-	-	72	8.3%	16.4	-	*
3	BA (HONS) SCHEME IN DESIGN	67	8	15	2	14	106	7.5%	15.9	*	34.0
4	BSc (HONS) PHYSIOTHERAPY	123	10	1	-	1	135	7.4%	21.0	*	39.9
5	BSc (HONS) APPLIED BIOLOGY WITH BIOTECHNOLOGY	13	3	4	-	21	41	7.3%	15.7	-	30.7
6	BBA (HONS) MANAGEMENT	33	4	4	-	14	55	7.3%	15.6	-	32.0
7	BSc (HONS) OCCUPATIONAL THERAPY	86	7	9	-	-	102	6.9%	21.0	*	39.5
8	BA (HONS) SCHEME FASHION & TEXTILES	87	7	5	-	8	107	6.5%	16.0	90.7	33.3
9	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	60	6	17	-	14	97	6.2%	16.4	*	-
10	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	19	2	6	-	6	33	6.1%	15.5	-	*

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:

   Before September 2017: 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

   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Hong Kong University of Science and Technology

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	BBA Information Systems	5	3	-	-	4	12	25.0%	18.0	-	*
2	BBA Management	6	3	-	-	4	13	23.1%	18.6	-	37.0
3	BBA Global Business	21	7	-	-	3	31	22.6%	24.3	*	41.8
4	BSc Mathematics and Economics	10	3	-	-	4	17	17.6%	17.9	-	*
5	BBA Marketing	14	4	-	-	5	23	17.4%	18.6	-	41.3
6	BBA (School of Business and Management)	405	64	4	-	89	562	11.4%	17.8	260.0	36.7
7	BEng (School of Engineering)	510	64	-	2	165	741	8.6%	16.7	251.2	38.0
8	BBA Economics	2	1	-	-	13	16	6.3%	*	-	*
9	BBA Professional Accounting	56	4	-	-	7	67	6.0%	18.4	-	38.7
10	BSc (School of Science)	420	22	-	2	105	549	4.0%	16.2	*	37.7

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	BBA Economics	7	9	-	-	9	25	36.0%	19.0	*	41.0
2	BBA Management	10	6	-	-	8	24	25.0%	17.9	*	38.0
3	BBA Global Business	19	7	-	-	4	30	23.3%	23.8	-	41.5
4	BBA Operations Management	3	1	-	-	1	5	20.0%	17.0	-	*
5	BEng/BSc & BBA Dual Degree Program in Technology and Management	17	5	-	-	9	31	16.1%	21.2	-	40.8

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
6	BBA (School of Business and Management)	330	66	4	-	110	510	12.9%	17.8	102.0	36.0
7	BEng (School of Engineering)	502	91	-	6	154	753	12.1%	16.6	99.6	37.8
8	BBA Marketing	14	2	-	-	3	19	10.5%	18.1	-	*
9	BBA Professional Accounting	56	7	-	-	7	70	10.0%	18.4	*	38.3
10	BSc Integrative Systems and Design	1	1	-	-	9	11	9.1%	*	-	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to

protect the privacy of the students concerned.

9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The University of Hong Kong

	2017/18 Academic year Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	Bachelor of Business Administration in International Business and Global Management	13	10	-	-	5	28	35.7%	24.5	*	41.7
2	Bachelor of Biomedical Sciences	24	14	-	-	10	48	29.2%	21.2	-	39.0
3	Bachelor of Pharmacy	22	8	-	-	-	30	26.7%	22.2	*	39.5
4	Bachelor of Laws	66	27	-	-	11	104	26.0%	23.1	238.0	42.2
5	Bachelor of Medicine and Bachelor of Surgery	169	57	-	3	6	235	24.3%	24.8	280.0	44.1
6	Bachelor of Arts in Architectural Studies	29	15	-	-	21	65	23.1%	21.5	*	35.9
7	Bachelor of Dental Surgery	55	16	-	-	1	72	22.2%	24.0	280.0	43.4
8	Bachelor of Arts in Landscape Studies	11	3	-	-	3	17	17.6%	20.0	-	36.0
9	Bachelor of Social Sciences (Government and Laws)	39	8	-	-	3	50	16.0%	23.0	*	42.0
10	Bachelor of Science in Speech and Hearing Sciences	47	8	-	1	-	56	14.3%	23.0	246.7	40.5

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	Bachelor of Medicine and Bachelor of Surgery	112	99	-	26	5	242	40.9%	24.5	112.0	43.7

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted (A)/(B)	For major admission qualifications[1], average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications (A) [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
2	Bachelor of Journalism	11	12	-	1	7	31	38.7%	20.3	*	38.2
3	Bachelor of Biomedical Sciences	19	19	-	-	19	57	33.3%	22.3	-	38.6
4	Bachelor of Business Administration in International Business and Global Management	11	13	-	-	15	39	33.3%	25.1	*	41.8
5	Bachelor of Arts in Landscape Studies	6	6	2	1	4	19	31.6%	19.3	-	36.0
6	Bachelor of Pharmacy	11	5	-	-	-	16	31.3%	21.0	104.0	*
7	Bachelor of Arts in Architectural Studies	26	18	-	-	19	63	28.6%	20.8	*	36.8
8	Bachelor of Laws	70	27	-	2	10	109	24.8%	22.6	112.0	41.9
9	Bachelor of Dental Surgery	52	15	-	3	4	74	20.3%	23.4	111.1	*
10	Bachelor of Social Sciences	135	48	5	-	64	252	19.0%	19.5	101.3	37.5

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16

AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

Annex B

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: City University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Laws	42	14	3	-	6	65	21.5%	19.0	235.7	36.2
2	Department of Applied Social Sciences (options: BSocSc Criminology and Sociology, BSocSc Psychology, BSocSc Social Work)	95	7	15	1	14	132	5.3%	17.1	206.7	31.3
3	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	37	4	6	3	12	62	6.5%	16.7	*	*
4	School of Creative Media (options: BA Creative Media, BSc Creative Media, BAS New Media)	89	4	19	2	18	132	3.0%	15.6	-	33.7
5	Bachelor of Business Administration in Global Business	11	3	1	-	10	25	12.0%	18.5	190.0	-
6	Bachelor of Science in Chemistry	41	3	6	1	2	53	5.7%	15.0	*	*
7	Department of Physics (options: BSc Applied Physics, BEng Materials Engineering)	55	3	13	-	12	83	3.6%	14.6	*	*
8	Bachelor of Social Sciences in Public Policy and Politics	61	3	14	3	7	88	3.4%	17.0	*	*

	2017/18 Academic year Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
9	Department of Electronic Engineering (options: BEng Computer and Data Engineering, BEng Electronic and Communication Engineering, BEng Information Engineering)	146	3	34	1	28	212	1.4%	14.4	-	*
10	Bachelor of Science in Computational Finance	7	2	1	-	15	25	8.0%	16.0	*	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	Bachelor of Laws	39	8	6	2	10	65	12.3%	19.3	89.6	*
2	Department of Biomedical Sciences (options: BSc Biological Sciences, BSc Biomedical Sciences)	74	5	1	-	18	98	5.1%	15.4	*	*
3	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	36	4	7	2	24	73	5.5%	16.7	-	30.0
4	Department of Social and Behavioural Sciences (options: BSocSc Criminology and Sociology, BSocSc Psychology, BSocSc Social Work)	96	3	30	2	18	149	2.0%	16.6	*	*

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
5	Department of Economics and Finance (options: BBA Business Economics, BBA Finance)	118	3	24	10	82	237	1.3%	16.3	-	*
6	Bachelor of Business Administration in Global Business	12	2	-	-	16	30	6.7%	17.3	*	*
7	Bachelor of Science in Applied Physics	27	2	6	-	7	42	4.8%	14.1	*	-
8	Department of Linguistics and Translation (options: BA Linguistics and Language Applications, BA Translation and Interpretation)	32	2	5	2	5	46	4.3%	17.2	-	*
9	Bachelor of Science in Chemistry	38	2	5	-	3	48	4.2%	14.9	*	*
10	Bachelor of Business Administration in Marketing	64	2	13	6	8	93	2.2%	16.9	*	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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

Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16

AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: Hong Kong Baptist University

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Communication	67	8	-	15	34	124	6.5%	18.5	*	*
2	Bachelor of Business Administration	43	6	-	8	13	70	8.6%	16.6	*	30.7
3	Bachelor of Science	137	6	15	20	53	231	2.6%	15.7	*	*
4	Bachelor of Arts	139	5	8	9	14	175	2.9%	16.8	*	28.0
5	BA - Visual Arts	53	3	1	3	3	63	4.8%	15.0	-	34.3
6	BBA - Applied Economics	14	2	-	2	6	24	8.3%	15.8	-	*
7	BA Music	12	2	9	13	1	37	5.4%	17.7	*	-
8	BSocSc - European Studies	24	2	3	2	6	37	5.4%	16.7	-	-
9	Bachelor of Communication - Film (Animation & Media Arts)	13	1	2	3	2	21	4.8%	15.8	-	*
10	BBA - Marketing	20	1	-	6	3	30	3.3%	16.1	-	*

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	BBA - Finance	24	7	-	3	7	41	17.1%	15.5	*	29.7
2	BBA - Accounting	31	5	4	10	14	64	7.8%	15.8	*	*
3	Bachelor of Business Administration	27	5	1	17	15	65	7.7%	16.0	*	28.3
4	Bachelor of Science	148	5	19	5	55	232	2.2%	15.2	*	*

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
5	BBA - Information Systems and e-Business Management	9	4	2	1	3	19	21.1%	15.9	-	27.3
6	Bachelor of Communication	93	4	-	6	31	134	3.0%	17.3	*	*
7	BA PE & Recreation Management	12	3	6	15	-	36	8.3%	18.1	-	*
8	BA Music	12	3	10	12	1	38	7.9%	15.9	-	*
9	Bachelor of Arts	147	3	7	2	14	173	1.7%	16.8	-	*
10	Bachelor of Chinese Medicine & BSc Biomedical Science	22	2	3	-	6	33	6.1%	19.0	-	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we

are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: Lingnan University

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Arts (Hons) in Visual Studies	26	1	-	-	3	30	3.3%	15.3	-	-

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Business Administration (Hons)	141	3	2	2	16	164	1.8%	15.2	*	*
2	Bachelor of Business Administration (Hons) - Risk and Insurance Management	23	1	-	-	5	29	3.4%	15.0	-	-
3	Bachelor of Social Sciences (Hons)	119	1	2	1	17	140	0.7%	15.3	-	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.

6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:

Before September 2017:	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
Since September 2017:	A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
	AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: The Chinese University of Hong Kong

	2017/18 Academic year Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	M.B.,Ch.B. Medicine	131	92	-	10	2	235	39.1%	23.8	280.0	43.2
2	B.B.A. Integrated BBA	216	47	-	-	141	404	11.6%	18.9	254.7	36.4
3	LL.B. Laws	45	24	-	-	8	77	31.2%	21.6	267.5	39.1
4	Science (broad-based)	276	18	3	2	83	382	4.7%	16.9	257.5	-
5	B.Nurs. Nursing	162	16	17	-	1	196	8.2%	19.5	240.0	33.9
6	B.S.Sc. Architectural Studies	21	12	-	2	5	40	30.0%	21.2	248.0	38.2
7	Social Science (broad-based)	80	11	-	-	70	161	6.8%	19.7	248.0	*
8	B.Sc. Biomedical Sciences	20	9	-	-	5	34	26.5%	21.9	*	40.1
9	B.Sc. Public Health	20	8	7	-	-	35	22.9%	19.1	*	*
10	Engineering (broad-based)	419	8	70	2	90	589	1.4%	15.5	260.0	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	M.B.,Ch.B. Medicine	155	66	-	5	3	229	28.8%	23.9	112.0	43.2
2	B.B.A. Integrated BBA	205	35	-	-	123	363	9.6%	18.2	99.4	35.4
3	LL.B. Laws	43	27	-	-	9	79	34.2%	21.8	101.3	39.3
4	B.Pharm. Pharmacy	27	22	1	3	-	53	41.5%	21.4	102.4	39.8
5	Science (broad-based)	279	16	1	2	82	380	4.2%	16.6	102.4	36.8
6	B.Eng. Biomedical Engineering	23	12	7	-	13	55	21.8%	17.8	*	38.8

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
7	Social Science (broad-based)	81	9	-	-	74	164	5.5%	19.2	*	36.3
8	B.Nurs. Nursing	159	9	21	-	-	189	4.8%	19.4	*	36.3
9	B.B.A. in International Business and Chinese Enterprise	5	8	-	-	2	15	53.3%	23.6	-	40.1
10	B.S.Sc. Architectural Studies	22	8	-	-	6	36	22.2%	20.5	*	38.0

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to

protect the privacy of the students concerned.

9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: The Education University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	4	8	1	10	41	9.8%	15.8	*	-
2	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	3	10	4	5	41	7.3%	15.8	*	*
3	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	2	3	1	12	36	5.6%	15.9	-	-
4	Bachelor of Education (Honours) (History) (Five-year Full-time)	27	2	6	-	1	36	5.6%	14.9	-	*
5	Bachelor of Arts (Honours) in Special Education (Four-year Full-time)	16	1	6	-	1	24	4.2%	15.4	-	*
6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	1	7	6	1	33	3.0%	14.9	-	*
7	Bachelor of Education (Honours) (Science) (Five-year Full-time)	20	1	14	4	3	42	2.4%	14.9	*	-

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	19	3	1	1	15	39	7.7%	15.6	-	*
2	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	12	2	4	2	9	29	6.9%	16.7	-	-
3	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	17	2	7	-	3	29	6.9%	15.2	-	*
4	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Five-year Full-time)	15	1	7	1	-	24	4.2%	14.2	-	*
5	Bachelor of Education (Honours) (Physical Education) (Five-year Full-time)	15	1	10	1	-	27	3.7%	14.9	-	-
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	19	1	2	1	5	28	3.6%	16.4	-	-
7	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	25	1	9	-	3	38	2.6%	15.8	*	-
8	Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time)	22	1	15	-	1	39	2.6%	14.4	*	-
9	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	20	1	10	2	8	41	2.4%	15.3	-	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
10	Bachelor of Education (Honours) (Science) (Five-year Full-time)	21	1	20	1	2	45	2.2%	14.6	-	*

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: The Hong Kong Polytechnic University

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	BA (HONS) SCHEME IN DESIGN	62	12	15	2	12	103	11.7%	16.0	*	35.8
2	BSc (HONS) PHYSIOTHERAPY	127	6	-	1	3	137	4.4%	21.4	*	38.5
3	BSc (HONS) OCCUPATIONAL THERAPY	92	4	6	-	-	102	3.9%	21.5	*	*
4	BA (HONS) SOCIAL POLICY & ADMINISTRATION	17	3	-	-	-	20	15.0%	16.4	-	30.3
5	BSc (HONS) OPTOMETRY	40	3	-	-	2	45	6.7%	18.7	*	*
6	BBA (HONS) ACCOUNTING AND FINANCE	22	3	8	-	37	70	4.3%	16.5	-	*
7	BSc (HONS) RADIOGRAPHY	95	3	5	-	-	103	2.9%	19.1	*	*
8	BSc (HONS) NURSING	148	3	21	-	-	172	1.7%	18.3	*	*
9	BEng (HONS) AVIATION ENGINEERING	33	2	10	-	5	50	4.0%	16.3	-	*
10	BROAD DISCIPLINE OF CONSTRUCTION & ENVIRONMENT	55	2	-	-	-	57	3.5%	16.9	*	-

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
1	BSc (HONS) PHYSIOTHERAPY	123	10	1	-	1	135	7.4%	21.0	*	39.9

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
2	BA (HONS) SCHEME IN DESIGN	67	8	15	2	14	106	7.5%	15.9	*	34.0
3	BBA (HONS) MARKETING	35	7	6	-	10	58	12.1%	16.0	-	*
4	BSc (HONS) OCCUPATIONAL THERAPY	86	7	9	-	-	102	6.9%	21.0	*	39.5
5	BA (HONS) SCHEME FASHION & TEXTILES	87	7	5	-	8	107	6.5%	16.0	90.7	33.3
6	BROAD DISCIPLINE OF BUSINESS	60	6	6	-	-	72	8.3%	16.4	-	*
7	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	60	6	17	-	14	97	6.2%	16.4	*	-
8	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	76	5	1	-	64	146	3.4%	16.7	*	*
9	BBA (HONS) MANAGEMENT	33	4	4	-	14	55	7.3%	15.6	-	32.0
10	BSc (HONS) RADIOGRAPHY	111	4	2	-	-	117	3.4%	18.7	-	38.3

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The

score for each subject is allocated as follows:

Before September 2017: 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

Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: The Hong Kong University of Science and Technology

2017/18 Academic year Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	BBA (School of Business and Management)	405	64	4	-	89	562	11.4%	17.8	260.0	36.7
2	BEng (School of Engineering)	510	64	-	2	165	741	8.6%	16.7	251.2	38.0
3	BSc (School of Science)	420	22	-	2	105	549	4.0%	16.2	*	37.7
4	BBA Global Business	21	7	-	-	3	31	22.6%	24.3	*	41.8
5	BBA Marketing	14	4	-	-	5	23	17.4%	18.6	-	41.3
6	BBA Professional Accounting	56	4	-	-	7	67	6.0%	18.4	-	38.7
7	BBA Information Systems	5	3	-	-	4	12	25.0%	18.0	-	*
8	BBA Management	6	3	-	-	4	13	23.1%	18.6	-	37.0
9	BSc Mathematics and Economics	10	3	-	-	4	17	17.6%	17.9	-	*
10	BBA Economics	2	1	-	-	13	16	6.3%	*	-	*

2018/19 Academic year (provisional) Programme name		Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	BEng (School of Engineering)	502	91	-	6	154	753	12.1%	16.6	99.6	37.8
2	BBA (School of Business and Management)	330	66	4	-	110	510	12.9%	17.8	102.0	36.0
3	BSc (School of Science)	430	30	-	1	133	594	5.1%	16.1	104.0	36.8
4	BBA Economics	7	9	-	-	9	25	36.0%	19.0	*	41.0

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
5	BBA Global Business	19	7	-	-	4	30	23.3%	23.8	-	41.5
6	BBA Professional Accounting	56	7	-	-	7	70	10.0%	18.4	*	38.3
7	BBA Management	10	6	-	-	8	24	25.0%	17.9	*	38.0
8	BEng/BSc & BBA Dual Degree Program in Technology and Management	17	5	-	-	9	31	16.1%	21.2	-	40.8
9	BBA Marketing	14	2	-	-	3	19	10.5%	18.1	-	*
10	BSc Risk Management and Business Intelligence	22	2	-	-	2	26	7.7%	19.3	-	*

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.

UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications, 2017/18 and 2018/19 Academic Years

University: The University of Hong Kong

	2017/18 Academic year Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Medicine and Bachelor of Surgery	169	57	-	3	6	235	24.3%	24.8	280.0	44.1
2	Bachelor of Business Administration / Bachelor of Economics and Finance	225	45	18	-	219	507	8.9%	19.2	267.5	37.0
3	Bachelor of Science	297	31	22	-	120	470	6.6%	17.5	272.0	37.9
4	Bachelor of Laws	66	27	-	-	11	104	26.0%	23.1	238.0	42.2
5	Bachelor of Arts	334	26	38	-	65	463	5.6%	18.6	-	35.7
6	Bachelor of Social Sciences	154	23	13	-	47	237	9.7%	19.8	260.0	38.5
7	Bachelor of Dental Surgery	55	16	-	-	1	72	22.2%	24.0	280.0	43.4
8	Bachelor of Arts in Architectural Studies	29	15	-	-	21	65	23.1%	21.5	*	35.9
9	Bachelor of Biomedical Sciences	24	14	-	-	10	48	29.2%	21.2	-	39.0
10	Bachelor of Engineering	349	12	94	1	124	580	2.1%	17.7	273.3	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS								
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]				HKDSE[6]	GCE[7]	IB[8]
1	Bachelor of Medicine and Bachelor of Surgery	112	99	-	26	5	242	40.9%	24.5	112.0	43.7
2	Bachelor of Social Sciences	135	48	5	-	64	252	19.0%	19.5	101.3	37.5

	2018/19 Academic year (provisional) Programme name	Number of students admitted						Local students with major non-local qualifications as percentage of total number of students admitted	For major admission qualifications[1], average score obtained by local students		
		Local Students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE[6]	GCE[7]	IB[8]
			Major non-local qualifications [2][3]	Sub-degree qualifications [2][4]	Others [5]						
3	Bachelor of Business Administration / Bachelor of Economics and Finance	253	45	8	-	213	519	8.7%	19.1	107.2	37.7
4	Bachelor of Science	271	29	30	-	117	447	6.5%	17.6	106.7	37.5
5	Bachelor of Laws	70	27	-	2	10	109	24.8%	22.6	112.0	41.9
6	Bachelor of Arts	321	25	21	-	52	419	6.0%	18.5	*	34.8
7	Bachelor of Biomedical Sciences	19	19	-	-	19	57	33.3%	22.3	-	38.6
8	Bachelor of Arts in Architectural Studies	26	18	-	-	19	63	28.6%	20.8	*	36.8
9	Bachelor of Dental Surgery	52	15	-	3	4	74	20.3%	23.4	111.1	*
10	Bachelor of Business Administration in International Business and Global Management	11	13	-	-	15	39	33.3%	25.1	*	41.8

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major non-local qualifications, such as the International Baccalaureate (IB), and 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 a full or a part of a bachelor's degree programme in local or non-local institutions, or situations where students are admitted with multiple qualifications being major consideration.
6. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16

AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.

Annex C

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: City University of Hong Kong

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Science in Computational Finance	7	3	15	25	60.0%	11	4	-	16.0	*	-	163.1
2	Bachelor of Business Administration in Global Business	11	4	10	25	40.0%	5	3	2	18.5	-	*	104.4
3	Bachelor of Science in Computing Mathematics	31	6	17	54	31.5%	16	-	1	15.2	-	-	143.6
4	Bachelor of Social Sciences in Asian and International Studies	14	8	10	32	31.3%	6	2	2	15.3	-	-	82.7
5	Department of Economics and Finance (options: BBA Business Economics, BBA Finance)	122	41	54	217	24.9%	37	16	1	16.2	265.0	35.0	120.5
6	Department of Mechanical and Biomedical Engineering (options: BEng Biomedical Engineering, BEng Mechanical Engineering)	75	25	31	131	23.7%	6	21	4	15.0	271.4	32.8	110.7
7	Bachelor of Engineering in Systems Engineering and Management	46	9	15	70	21.4%	8	3	4	14.9	*	33.7	154.3
8	Bachelor of Science in Computer Science	79	21	25	125	20.0%	20	5	-	16.0	*	-	125.6

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
9	Department of Linguistics and Translation (options: BA Linguistics and Language Applications, BA Translation and Interpretation)	34	7	10	51	19.6%	7	2	1	17.3	*	*	78.3
10	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	37	13	12	62	19.4%	11	1	-	16.7	-	*	119.1

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Science in Computational Finance	5	4	14	23	60.9%	10	4	-	17.4	*	*	149.8
2	Bachelor of Business Administration in Global Business	12	2	16	30	53.3%	5	7	4	17.3	*	*	134.6
3	Bachelor of Science in Computing Mathematics	29	5	25	59	42.4%	23	2	-	15.0	*	*	125.4
4	Bachelor of Science in Computer Science	79	21	68	168	40.5%	28	34	6	15.5	112.0	35.3	121.8
5	Department of Economics and Finance (options: BBA Business Economics, BBA Finance)	118	37	82	237	34.6%	30	49	3	16.3	104.0	34.0	104.2

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
6	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	36	13	24	73	32.9%	10	13	1	16.7	*	31.7	88.4
7	School of Creative Media (options: BA Creative Media, BSc Creative Media, BAS New Media)	26	4	14	44	31.8%	11	2	1	17.4	*	31.3	80.3
8	Bachelor of Engineering in Materials Engineering	25	10	13	48	27.1%	6	5	2	14.3	*	*	127.3
9	Bachelor of Business Administration in Management	55	17	26	98	26.5%	2	22	2	16.3	106.7	33.8	*
10	Department of Mechanical Engineering (options: BEng Biomedical Engineering, BEng Mechanical Engineering, BEng Nuclear and Risk Engineering)	101	24	44	169	26.0%	12	29	3	14.7	100.6	33.0	118.9

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16

AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: Hong Kong Baptist University

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BBA - Entrepreneurship	11	3	8	22	36.4%	5	3	-	15.5	*	*	55.3
2	Bachelor of Communication	67	23	34	124	27.4%	27	6	1	18.5	-	33.7	117.1
3	BBA - Information Systems and e-Business Management	10	4	5	19	26.3%	5	-	-	15.8	-	-	88.5
4	BBA - Finance	29	3	11	43	25.6%	8	3	-	15.7	*	-	112.8
5	BBA - Applied Economics	14	4	6	24	25.0%	6	-	-	15.8	-	-	102.7
6	BBA - Accounting	45	13	19	77	24.7%	10	9	-	16.2	*	*	136.4
7	Bachelor of Science	137	41	53	231	22.9%	47	6	-	15.7	260.0	-	93.4
8	Bachelor of Business Administration	43	14	13	70	18.6%	8	5	-	16.6	*	27.0	107.2
9	BSocSc - European Studies	24	7	6	37	16.2%	6	-	-	16.7	-	-	81.0
10	BSocSc China Studies	45	7	8	60	13.3%	8	-	-	16.2	-	-	55.3

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BBA - Applied Economics	15	4	6	25	24.0%	2	3	1	15.4	*	-	*
2	Bachelor of Science	148	29	55	232	23.7%	45	10	-	15.2	98.7	-	102.1
3	Bachelor of Communication	93	10	31	134	23.1%	24	5	2	17.3	-	-	115.5

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
4	Bachelor of Business Administration	27	23	15	65	Non-local students as percentage of total number of students admitted (A)/(B)	10	4	1	16.0	85.3	-	127.6
5	BBA - Accounting	31	19	14	64	21.9%	11	3	-	15.8	-	-	120.3
6	Bachelor of Chinese Medicine & BSc Biomedical Science	22	5	6	33	18.2%	5	1	-	19.0	-	-	97.0
7	BBA - Finance	24	10	7	41	17.1%	5	2	-	15.5	-	-	*
8	BBA - Information Systems and e-Business Management	9	7	3	19	15.8%	3	-	-	15.9	-	-	*
9	BBA - Entrepreneurship	13	3	3	19	15.8%	2	1	-	15.7	*	-	*
10	Bachelor of Arts/Bachelor of Social Sciences	84	17	17	118	14.4%	17	-	-	15.8	-	-	76.0

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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

Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16

AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: Lingnan University

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Arts (Hons)	29	3	6	38	15.8%	6	-	-	16.1	-	-	83.8
2	Bachelor of Arts (Hons) in Translation	39	-	7	46	15.2%	7	-	-	16.1	-	-	45.7
3	Bachelor of Business Administration (Hons)	145	-	21	166	12.7%	19	1	1	15.6	*	-	70.6
4	Bachelor of Arts (Hons) in Contemporary English Studies	24	-	3	27	11.1%	3	-	-	16.0	-	-	43.0
5	Bachelor of Arts (Hons) in Visual Studies	26	1	3	30	10.0%	2	1	-	15.3	-	-	*
6	Bachelor of Social Sciences (Hons)	118	3	13	134	9.7%	9	2	2	15.8	*	-	70.3
7	Bachelor of Arts (Hons) in Chinese	38	-	4	42	9.5%	4	-	-	15.8	-	-	19.8
8	Bachelor of Arts (Hons) in History	23	-	2	25	8.0%	1	-	1	15.2	-	-	*
9	Bachelor of Arts (Hons) in Philosophy	24	-	2	26	7.7%	2	-	-	15.1	-	-	*
10	Bachelor of Arts (Hons) in Cultural Studies	23	-	1	24	4.2%	-	1	-	15.8	-	-	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Business Administration (Hons) - Risk and Insurance Management	23	1	5	29	17.2%	5	-	-	15.0	-	-	78.3
2	Bachelor of Arts (Hons) in Visual Studies	24	-	4	28	14.3%	4	-	-	14.4	-	-	29.3
3	Bachelor of Social Sciences (Hons)	119	4	17	140	12.1%	17	-	-	15.3	-	-	53.2
4	Bachelor of Arts (Hons) in Translation	40	-	5	45	11.1%	5	-	-	15.6	-	-	27.2
5	Bachelor of Arts (Hons) in Philosophy	24	1	3	28	10.7%	2	-	1	15.0	-	-	*
6	Bachelor of Arts (Hons) in Contemporary English Studies	25	1	3	29	10.3%	3	-	-	15.5	-	-	*
7	Bachelor of Arts (Hons) in History	22	4	3	29	10.3%	3	-	-	14.8	-	-	26.7
8	Bachelor of Arts (Hons) in Cultural Studies	25	2	3	30	10.0%	2	1	-	15.3	-	-	*
9	Bachelor of Business Administration (Hons)	141	7	16	164	9.8%	9	5	2	15.2	-	*	95.0
10	Bachelor of Arts (Hons)	26	6	3	35	8.6%	2	1	-	15.8	-	*	*

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Chinese University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	B.A. / B.S.Sc. Contemporary China Studies	5	2	33	40	82.5%	9	22	2	16.8	*	31.4	-
2	Social Science (broad-based)	80	11	70	161	43.5%	58	11	1	19.7	-	*	113.8
3	B.Eng. Financial Technology	27	-	15	42	35.7%	11	4	-	18.0	*	-	126.1
4	B.B.A. Integrated BBA	216	47	141	404	34.9%	73	65	3	18.9	*	35.6	138.8
5	B.B.A. Professional Accountancy	119	5	44	168	26.2%	35	9	-	19.4	*	*	139.6
6	B.B.A. in International Business and Chinese Enterprise	7	6	4	17	23.5%	-	4	-	23.4	-	*	-
7	Science (broad-based)	276	23	83	382	21.7%	58	24	1	16.9	262.0	-	154.4
8	Double Degree Programme of B.B.A. (Integrated BBA Programme) and Juris Doctor	10	6	4	20	20.0%	2	2	-	21.8	-	-	*
9	B.Sc. Interdisciplinary Major Programme in Global Economics & Finance	17	5	4	26	15.4%	2	2	-	21.2	-	*	-
10	Engineering (broad-based)	419	80	90	589	15.3%	51	34	5	15.5	260.0	37.5	159.3

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	B.A. / B.S.Sc. Contemporary China Studies	3	3	31	37	83.8%	8	22	1	16.7	*	30.8	-
2	Social Science (broad-based)	81	9	74	164	45.1%	63	11	-	19.2	*	-	120.2
3	B.Sc. Interdisciplinary Major Programme in Global Economics & Finance	16	5	12	33	36.4%	1	9	2	20.7	*	-	-
4	B.B.A. Integrated BBA	205	35	123	363	33.9%	57	59	7	18.2	100.0	35.9	142.8
5	B.Eng. Financial Technology	26	3	14	43	32.6%	8	4	2	18.4	109.3	-	151.6
6	B.B.A. Professional Accountancy	91	8	42	141	29.8%	33	9	-	19.1	102.0	*	129.6
7	B.Sc. Biomedical Sciences	20	2	7	29	24.1%	3	4	-	21.9	-	*	169.3
8	B.Eng. Biomedical Engineering	23	19	13	55	23.6%	3	10	-	17.8	*	*	*
9	Engineering (broad-based)	308	49	109	466	23.4%	53	52	4	15.7	105.4	38.0	166.7
10	B.Sc. Mathematics	26	1	8	35	22.9%	8	-	-	16.2	-	-	172.1

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Education University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	18	7	17	42	40.5%	17	-	-	16.3	-	-	40.1
2	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	6	12	36	33.3%	9	3	-	15.9	-	-	40.3
3	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	13	10	41	24.4%	9	1	-	15.8	-	-	53.9
4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	22	8	9	39	23.1%	9	-	-	14.8	-	-	25.3
5	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	43	24	17	84	20.2%	17	-	-	16.2	-	-	40.9
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	17	8	5	30	16.7%	5	-	-	16.8	-	-	45.2
7	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	30	1	6	37	16.2%	6	-	-	15.6	-	-	45.0
8	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	20	15	6	41	14.6%	6	-	-	15.8	-	-	32.3
9	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	17	5	41	12.2%	4	1	-	15.8	-	*	58.8

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
10	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	23	5	3	31	9.7%	3	-	-	14.9	-	-	8.3

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	19	5	15	39	38.5%	12	3	-	15.6	-	-	86.6
2	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	16	10	16	42	38.1%	12	4	-	14.8	-	-	50.9
3	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	12	8	9	29	31.0%	7	2	-	16.7	*	-	70.5
4	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	26	6	8	40	20.0%	7	1	-	15.5	-	-	52.3
5	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	20	13	8	41	19.5%	7	1	-	15.3	*	*	79.2
6	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	45	22	16	83	19.3%	16	-	-	16.4	-	-	64.4
7	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	19	4	5	28	17.9%	4	1	-	16.4	-	-	92.3

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
8	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	14	10	4	28	14.3%	4	-	-	14.7	-	-	50.7
9	Bachelor of Education (Honours) (Geography) (Five-year Full-time)	13	6	3	22	13.6%	3	-	-	14.4	-	-	41.7
10	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	17	9	3	29	10.3%	3	-	-	15.2	-	-	21.7

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Hong Kong Polytechnic University

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BBA (HONS) ACCOUNTING AND FINANCE	22	11	37	70	52.9%	21	14	2	16.5	260.0	-	150.4
2	BEng (HONS) ELECTRONIC & INFORMATION ENGINEERING	22	9	22	53	41.5%	20	2	-	14.7	-	-	140.6
3	BBA (HONS) FINANCIAL SERVICES	21	6	19	46	41.3%	14	5	-	15.9	*	-	144.8
4	BSc (HONS) BIOMEDICAL ENGINEERING	20	-	12	32	37.5%	7	4	1	16.9	-	*	150.4
5	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	76	6	48	130	36.9%	12	35	1	17.2	240.0	34.2	130.1
6	BSc (HONS) INVESTMENT SCIENCE	17	-	8	25	32.0%	8	-	-	15.1	-	-	160.0
7	BSc (HONS) CHEMICAL TECHNOLOGY	21	1	9	31	29.0%	8	1	-	15.7	-	-	124.5
8	BEng (HONS) SCHEME IN MECHANICAL ENGINEERING	39	12	20	71	28.2%	5	14	1	15.3	270.0	*	133.6
9	BSc (HONS) APPLIED BIOLOGY WITH BIOTECHNOLOGY	17	4	8	29	27.6%	7	1	-	16.3	-	-	142.7
10	BSc (HONS) ENGINEERING PHYSICS	21	1	8	30	26.7%	4	3	1	14.8	-	*	144.0

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BBA (HONS) ACCOUNTING AND FINANCE	28	5	72	105	68.6%	52	19	1	16.4	*	*	131.6
2	BSc (HONS) APPLIED BIOLOGY WITH BIOTECHNOLOGY	13	7	21	41	51.2%	10	10	1	15.7	*	33.7	137.9
3	BSc (HONS) INVESTMENT SCIENCE	16	2	15	33	45.5%	13	2	-	15.3	*	-	138.3
4	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	76	6	64	146	43.8%	11	50	3	16.7	*	33.1	139.8
5	BEng (HONS) ELECTRONIC & INFORMATION ENGINEERING	26	5	24	55	43.6%	13	11	-	14.5	98.7	-	131.6
6	BBA (HONS) FINANCIAL SERVICES	21	6	19	46	41.3%	18	1	-	15.9	-	-	131.8
7	BSc (HONS) INTERNET & MULTIMEDIA TECHNOLOGIES	13	9	13	35	37.1%	10	3	-	14.8	-	*	149.2
8	BSc (HONS) BIOMEDICAL ENGINEERING	20	-	11	31	35.5%	4	5	2	17.3	-	*	125.7
9	BROAD DISCIPLINE OF COMPUTING	68	24	46	138	33.3%	23	21	2	14.9	104.0	32.7	130.5
10	BSc (HONS) CHEMICAL TECHNOLOGY	20	4	12	36	33.3%	8	4	-	15.2	-	*	127.1

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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

Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16

AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The Hong Kong University of Science and Technology

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BBA Economics	2	1	13	16	81.3%	9	4	-	*	-	*	126.6
2	BBA Information Systems	5	3	4	12	33.3%	-	4	-	18.0	*	*	-
3	BBA Finance	34	1	17	52	32.7%	9	8	-	20.0	-	-	153.3
4	BBA Management	6	3	4	13	30.8%	1	2	1	18.6	-	*	*
5	BSc Environmental Management and Technology	11	1	4	16	25.0%	2	2	-	18.9	-	-	*
6	BSc Mathematics and Economics	10	3	4	17	23.5%	1	2	1	17.9	*	*	*
7	BEng (School of Engineering)	510	66	165	741	22.3%	61	98	6	16.7	277.5	38.8	156.0
8	BBA Marketing	14	4	5	23	21.7%	3	2	-	18.6	-	-	111.0
9	BBA Operations Management	4	-	1	5	20.0%	1	-	-	16.8	-	-	*
10	BEng/BSc & BBA Dual Degree Program in Technology and Management	21	-	5	26	19.2%	2	2	1	20.8	*	*	-

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BSc Integrative Systems and Design	1	1	9	11	81.8%	9	-	-	*	-	-	56.3
2	BBA Economics	7	9	9	25	36.0%	4	4	1	19.0	-	41.7	*

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
3	BBA Management	10	6	8	24	33.3%	3	5	-	17.9	-	39.7	*
4	BEng/BSc & BBA Dual Degree Program in Technology and Management	17	5	9	31	29.0%	1	7	1	21.2	*	42.3	-
5	BSc Environmental Management and Technology	14	2	5	21	23.8%	3	2	-	19.4	-	*	144.3
6	BSc (School of Science)	430	31	133	594	22.4%	52	74	7	16.1	110.4	38.9	156.3
7	BBA Finance	30	2	9	41	22.0%	6	3	-	19.8	*	-	146.6
8	BBA (School of Business and Management)	330	70	110	510	21.6%	36	67	7	17.8	105.3	38.1	142.5
9	BSc Quantitative Finance	15	-	4	19	21.1%	4	-	-	22.4	-	*	*
10	BEng (School of Engineering)	502	97	154	753	20.5%	57	91	6	16.6	110.4	39.1	161.5

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2017/18 and 2018/19 Academic Years

University: The University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Journalism	15	1	16	32	50.0%	7	8	1	20.2	*	38.2	108.3
2	Bachelor of Business Administration / Bachelor of Economics and Finance	225	63	219	507	43.2%	138	77	4	19.2	273.8	39.4	131.2
3	Bachelor of Finance in Asset Management and Private Banking	10	3	8	21	38.1%	4	4	-	21.6	280.0	39.0	-
4	Bachelor of Science in Actuarial Science	52	2	31	85	36.5%	15	16	-	20.3	280.0	*	161.6
5	Bachelor of Arts in Architectural Studies	29	15	21	65	32.3%	12	8	1	21.5	-	37.2	155.1
6	Bachelor of Science in Quantitative Finance	16	3	8	27	29.6%	6	2	-	21.6	*	-	152.5
7	Bachelor of Science	297	53	120	470	25.5%	71	46	3	17.5	276.7	37.9	168.0
8	Bachelor of Engineering	349	107	124	580	21.4%	38	85	1	17.7	274.5	37.6	161.2
9	Bachelor of Biomedical Sciences	24	14	10	48	20.8%	1	9	-	21.2	280.0	37.8	-
10	Bachelor of Business Administration (Information Systems)	25	6	8	39	20.5%	5	3	-	18.4	-	*	136.3

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Science in Quantitative Finance	13	3	17	33	51.5%	11	6	-	21.2	*	*	167.3

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
2	Bachelor of Engineering (Engineering Science)	16	1	12	29	41.4%	4	7	1	18.9	109.3	-	182.7
3	Bachelor of Business Administration / Bachelor of Economics and Finance	253	53	213	519	41.0%	137	71	5	19.1	110.7	39.4	128.8
4	Bachelor of Business Administration (Information Systems)	21	5	18	44	40.9%	6	12	-	18.1	*	38.9	*
5	Bachelor of Business Administration in International Business and Global Management	11	13	15	39	38.5%	3	12	-	25.1	-	42.3	-
6	Bachelor of Engineering in Biomedical Engineering	19	1	11	31	35.5%	3	8	-	20.1	*	-	*
7	Bachelor of Biomedical Sciences	19	19	19	57	33.3%	3	16	-	22.3	110.0	39.0	*
8	Bachelor of Arts in Architectural Studies	26	18	19	63	30.2%	13	5	1	20.8	-	*	157.2
9	Bachelor of Finance in Asset Management and Private Banking	18	5	9	32	28.1%	3	5	1	20.7	112.0	*	-
10	Bachelor of Science in Actuarial Science	54	3	21	78	26.9%	18	2	1	20.2	112.0	*	161.6

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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

Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

Annex D

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: City University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[(1)] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[(2)]	GCE[(3)]	IB[(4)]	JEE of Mainland China[(5)]
1	Department of Economics and Finance (options: BBA Business Economics, BBA Finance)	122	41	54	217	24.9%	37	16	1	16.2	265.0	35.0	120.5
2	Bachelor of Business Administration in Accountancy	116	29	32	177	18.1%	22	9	1	16.0	*	*	91.5
3	Department of Mechanical and Biomedical Engineering (options: BEng Biomedical Engineering, BEng Mechanical Engineering)	75	25	31	131	23.7%	6	21	4	15.0	271.4	32.8	110.7
4	Department of Electronic Engineering (options: BEng Computer and Data Engineering, BEng Electronic and Communication Engineering, BEng Information Engineering)	146	38	28	212	13.2%	9	17	2	14.4	280.0	*	136.2
5	Bachelor of Science in Computer Science	79	21	25	125	20.0%	20	5	-	16.0	*	-	125.6
6	Department of Architecture and Civil Engineering (options: BEng Architectural Engineering, BEng Civil Engineering, BSc Surveying)	103	1	20	124	16.1%	17	3	-	15.9	*	-	138.1

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
7	School of Creative Media (options: BA Creative Media, BSc Creative Media, BAS New Media)	89	25	18	132	13.6%	11	7	-	15.6	-	33.0	67.9
8	Bachelor of Science in Computing Mathematics	31	6	17	54	31.5%	16	-	1	15.2	-	-	143.6
9	Bachelor of Science in Computational Finance	7	3	15	25	60.0%	11	4	-	16.0	*	-	163.1
10	Bachelor of Engineering in Systems Engineering and Management	46	9	15	70	21.4%	8	3	4	14.9	*	33.7	154.3

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Department of Economics and Finance (options: BBA Business Economics, BBA Finance)	118	37	82	237	34.6%	30	49	3	16.3	104.0	34.0	104.2
2	Bachelor of Science in Computer Science	79	21	68	168	40.5%	28	34	6	15.5	112.0	35.3	121.8
3	Department of Mechanical Engineering (options: BEng Biomedical Engineering, BEng Mechanical Engineering, BEng Nuclear and Risk Engineering)	101	24	44	169	26.0%	12	29	3	14.7	100.6	33.0	118.9

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
4	Department of Electronic Engineering (options: BEng Computer and Data Engineering, BEng Electronic and Communication Engineering, BEng Information Engineering)	155	28	37	220	16.8%	19	17	1	14.5	*	37.0	141.4
5	Bachelor of Business Administration in Management	55	17	26	98	26.5%	2	22	2	16.3	106.7	33.8	*
6	Bachelor of Science in Computing Mathematics	29	5	25	59	42.4%	23	2	-	15.0	-	*	125.4
7	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	36	13	24	73	32.9%	10	13	1	16.7	-	31.7	88.4
8	Department of Biomedical Sciences (options: BSc Biological Sciences, BSc Biomedical Sciences)	74	6	18	98	18.4%	8	9	1	15.4	*	*	93.8
9	Department of Social and Behavioural Sciences (options: BSocSc Criminology and Sociology, BSocSc Psychology, BSocSc Social Work)	96	35	18	149	12.1%	6	12	-	16.6	-	*	83.5
10	Department of Information Systems (options: BBA Global Business Systems Management, BBA Information Management)	68	33	17	118	14.4%	3	12	2	15.9	*	*	*

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:

   Before September 2017: 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

   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: Hong Kong Baptist University

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Science	137	41	53	231	22.9%	47	6	-	15.7	260.0	-	93.4
2	Bachelor of Communication	67	23	34	124	27.4%	27	6	1	18.5	-	33.7	117.1
3	BBA - Accounting	45	13	19	77	24.7%	10	9	-	16.2	*	*	136.4
4	Bachelor of Arts	139	22	14	175	8.0%	14	-	-	16.8	*	-	76.7
5	Bachelor of Business Administration	43	14	13	70	18.6%	8	5	-	16.6	*	27.0	107.2
6	BBA - Finance	29	3	11	43	25.6%	8	3	-	15.7	*	-	112.8
7	Bachelor of Arts/Bachelor of Social Sciences	92	18	11	121	9.1%	11	-	-	16.6	-	-	66.9
8	BBA - Entrepreneurship	11	3	8	22	36.4%	5	3	-	15.5	*	*	55.3
9	BSocSc China Studies	45	7	8	60	13.3%	8	-	-	16.2	-	-	55.3
10	BBA - Applied Economics	14	4	6	24	25.0%	6	-	-	15.8	-	-	102.7

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Science	148	29	55	232	23.7%	45	10	-	15.2	98.7	-	102.1
2	Bachelor of Communication	93	10	31	134	23.1%	24	5	2	17.3	-	-	115.5
3	Bachelor of Arts/Bachelor of Social Sciences	84	17	17	118	14.4%	17	-	-	15.8	-	-	76
4	Bachelor of Business Administration	27	23	15	65	23.1%	10	4	1	16.0	85.3	-	127.6

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
5	BBA - Accounting	31	19	14	64	21.9%	11	3	-	15.8	-	-	120.3
6	Bachelor of Arts	147	12	14	173	8.1%	12	2	-	16.8	*	-	96.8
7	BBA - Finance	24	10	7	41	17.1%	5	2	-	15.5	-	-	*
8	BBA - Applied Economics	15	4	6	25	24.0%	2	3	1	15.4	*	-	*
9	Bachelor of Chinese Medicine & BSc Biomedical Science	22	5	6	33	18.2%	5	1	-	19.0	-	-	97
10	BSocSc - European Studies	25	5	5	35	14.3%	5	-	-	16.1	-	-	62

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year

in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: Lingnan University

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Business Administration (Hons)	145	-	21	166	12.7%	19	1	1	15.6	*	-	70.6
2	Bachelor of Social Sciences (Hons)	118	3	13	134	9.7%	9	2	2	15.8	*	-	70.3
3	Bachelor of Arts (Hons) in Translation	39	-	7	46	15.2%	7	-	-	16.1	-	-	45.7
4	Bachelor of Arts (Hons)	29	3	6	38	15.8%	6	-	-	16.1	-	-	83.8
5	Bachelor of Arts (Hons) in Chinese	38	-	4	42	9.5%	4	-	-	15.8	-	-	19.8
6	Bachelor of Arts (Hons) in Contemporary English Studies	24	-	3	27	11.1%	3	-	-	16.0	-	-	43.0
7	Bachelor of Arts (Hons) in Visual Studies	26	1	3	30	10.0%	2	1	-	15.3	-	-	*
8	Bachelor of Arts (Hons) in History	23	-	2	25	8.0%	1	-	1	15.2	-	-	*
9	Bachelor of Arts (Hons) in Philosophy	24	-	2	26	7.7%	2	-	-	15.1	-	-	*
10	Bachelor of Arts (Hons) in Cultural Studies	23	-	1	24	4.2%	-	1	-	15.8	-	-	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Social Sciences (Hons)	119	4	17	140	12.1%	17	-	-	15.3	-	-	53.2
2	Bachelor of Business Administration (Hons)	141	7	16	164	9.8%	9	5	2	15.2	-	*	95.0

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
3	Bachelor of Business Administration (Hons) - Risk and Insurance Management	23	1	5	29	17.2%	5	-	-	15.0	-	-	78.3
4	Bachelor of Arts (Hons) in Translation	40	-	5	45	11.1%	5	-	-	15.6	-	-	27.2
5	Bachelor of Arts (Hons) in Visual Studies	24	-	4	28	14.3%	4	-	-	14.4	-	-	29.3
6	Bachelor of Arts (Hons) in Chinese	43	-	4	47	8.5%	4	-	-	15.2	-	-	45.8
7	Bachelor of Arts (Hons) in Philosophy	24	1	3	28	10.7%	2	-	1	15.0	-	-	*
8	Bachelor of Arts (Hons) in Contemporary English Studies	25	1	3	29	10.3%	3	-	-	15.5	-	-	*
9	Bachelor of Arts (Hons) in History	22	4	3	29	10.3%	3	-	-	14.8	-	-	26.7
10	Bachelor of Arts (Hons) in Cultural Studies	25	2	3	30	10.0%	2	1	-	15.3	-	-	*

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to

protect the privacy of the students concerned.

5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: The Chinese University of Hong Kong

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	B.B.A. Integrated BBA	216	47	141	404	34.9%	73	65	3	18.9	*	35.6	138.8
2	Engineering (broad-based)	419	80	90	589	15.3%	51	34	5	15.5	260.0	37.5	159.3
3	Science (broad-based)	276	23	83	382	21.7%	58	24	1	16.9	262.0	-	154.4
4	Social Science (broad-based)	80	11	70	161	43.5%	58	11	1	19.7	-	*	113.8
5	B.B.A. Professional Accountancy	119	5	44	168	26.2%	35	9	-	19.4	*	*	139.6
6	B.A. / B.S.Sc. Contemporary China Studies	5	2	33	40	82.5%	9	22	2	16.8	*	31.4	-
7	B.Eng. Financial Technology	27	-	15	42	35.7%	11	4	-	18.0	*	-	126.1
8	B.B.A. Hospitality and Real Estate	53	15	9	77	11.7%	2	7	-	18.5	-	*	*
9	LL.B. Laws	45	24	8	77	10.4%	6	1	1	21.6	*	*	112.5
10	B.Sc. Mathematics	46	-	7	53	13.2%	7	-	-	18.5	-	-	147.5

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	B.B.A. Integrated BBA	205	35	123	363	33.9%	57	59	7	18.2	100.0	35.9	142.8
2	Engineering (broad-based)	308	49	109	466	23.4%	53	52	4	15.7	105.4	38.0	166.7
3	Science (broad-based)	279	19	82	380	21.6%	56	22	4	16.6	105.0	36.4	186.4
4	Social Science (broad-based)	81	9	74	164	45.1%	63	11	-	19.2	*	-	120.2

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
5	B.B.A. Professional Accountancy	91	8	42	141	29.8%	33	9	-	19.1	102.0	*	129.6
6	B.A. / B.S.Sc. Contemporary China Studies	3	3	31	37	83.8%	8	22	1	16.7	*	30.8	-
7	B.Eng. Financial Technology	26	3	14	43	32.6%	8	4	2	18.4	109.3	-	151.6
8	B.Eng. Biomedical Engineering	23	19	13	55	23.6%	3	10	-	17.8	*	*	*
9	B.Sc. Interdisciplinary Major Programme in Global Economics & Finance	16	5	12	33	36.4%	1	9	2	20.7	*	-	-
10	B.S.Sc. Economics	63	6	12	81	14.8%	1	11	-	16.9	*	*	-

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year

in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: The Education University of Hong Kong

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	18	7	17	42	40.5%	17	-	-	16.3	-	-	40.1
2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	43	24	17	84	20.2%	17	-	-	16.2	-	-	40.9
3	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	6	12	36	33.3%	9	3	-	15.9	-	-	40.3
4	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	13	10	41	24.4%	9	1	-	15.8	-	-	53.9
5	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	22	8	9	39	23.1%	9	-	-	14.8	-	-	25.3
6	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	30	1	6	37	16.2%	6	-	-	15.6	-	-	45.0
7	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	20	15	6	41	14.6%	6	-	-	15.8	-	-	32.3
8	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	17	8	5	30	16.7%	5	-	-	16.8	-	-	45.2
9	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	17	5	41	12.2%	4	1	-	15.8	-	*	58.8

2017/18 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
10	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	23	5	3	31	9.7%	3	-	-	14.9	-	-	8.3

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	16	10	16	42	38.1%	12	4	-	14.8	-	-	50.9
2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	45	22	16	83	19.3%	16	-	-	16.4	-	-	64.4
3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	19	5	15	39	38.5%	12	3	-	15.6	-	-	86.6
4	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	12	8	9	29	31.0%	7	2	-	16.7	*	-	70.5
5	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	26	6	8	40	20.0%	7	1	-	15.5	-	-	52.3
6	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	20	13	8	41	19.5%	7	1	-	15.3	*	*	79.2
7	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	19	4	5	28	17.9%	4	1	-	16.4	-	-	92.3

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
8	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	14	10	4	28	14.3%	4	-	-	14.7	-	-	50.7
9	Bachelor of Education (Honours) (Geography) (Five-year Full-time)	13	6	3	22	13.6%	3	-	-	14.4	-	-	41.7
10	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	17	9	3	29	10.3%	3	-	-	15.2	-	-	21.7

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University

Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: The Hong Kong Polytechnic University

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	76	6	48	130	36.9%	12	35	1	17.2	240.0	34.2	130.1
2	BBA (HONS) ACCOUNTING AND FINANCE	22	11	37	70	52.9%	21	14	2	16.5	260.0	-	150.4
3	BROAD DISCIPLINE OF COMPUTING	78	15	30	123	24.4%	22	7	1	14.6	246.7	*	136.8
4	BBA (HONS) ACCOUNTANCY	78	17	28	123	22.8%	23	5	-	16.6	*	-	140.1
5	BEng (HONS) ELECTRONIC & INFORMATION ENGINEERING	22	9	22	53	41.5%	20	2	-	14.7	-	-	140.6
6	BEng (HONS) SCHEME IN MECHANICAL ENGINEERING	39	12	20	71	28.2%	5	14	1	15.3	270.0	*	133.6
7	BBA (HONS) FINANCIAL SERVICES	21	6	19	46	41.3%	14	5	-	15.9	*	-	144.8
8	BBA (HONS) MANAGEMENT	34	6	14	54	25.9%	10	3	1	16.0	*	-	115.0
9	BSc (HONS) BIOMEDICAL ENGINEERING	20	-	12	32	37.5%	7	4	1	16.9	-	*	150.4
10	BEng (HONS) ELECTRICAL ENGINEERING	29	6	12	47	25.5%	3	8	1	16.3	273.3	*	*

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BBA (HONS) ACCOUNTING AND FINANCE	28	5	72	105	68.6%	52	19	1	16.4	*	*	131.6
2	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	76	6	64	146	43.8%	11	50	3	16.7	*	33.1	139.8
3	BROAD DISCIPLINE OF COMPUTING	68	24	46	138	33.3%	23	21	2	14.9	104.0	32.7	130.5
4	BBA (HONS) ACCOUNTANCY	76	18	34	128	26.6%	30	4	-	16.3	-	*	129.2
5	BEng (HONS) ELECTRONIC & INFORMATION ENGINEERING	26	5	24	55	43.6%	13	11	-	14.5	98.7	-	131.6
6	BEng (HONS) SCHEME IN MECHANICAL ENGINEERING	44	9	23	76	30.3%	9	14	-	15.3	104.0	33.7	144.2
7	BSc (HONS) APPLIED BIOLOGY WITH BIOTECHNOLOGY	13	7	21	41	51.2%	10	10	1	15.7	*	33.7	137.9
8	BBA (HONS) FINANCIAL SERVICES	21	6	19	46	41.3%	18	1	-	15.9	-	-	131.8
9	BEng (HONS) CIVIL ENGINEERING	53	3	17	73	23.3%	6	10	1	16.5	-	-	134.8
10	BSc (HONS) INVESTMENT SCIENCE	16	2	15	33	45.5%	13	2	-	15.3	*	-	138.3

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16

AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.

"-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: The Hong Kong University of Science and Technology

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BEng (School of Engineering)	510	66	165	741	22.3%	61	98	6	16.7	277.5	38.8	156.0
2	BSc (School of Science)	420	24	105	549	19.1%	47	56	2	16.2	*	37.5	155.1
3	BBA (School of Business and Management)	405	68	89	562	15.8%	26	58	5	17.8	270.0	37.6	134.2
4	BBA Finance	34	1	17	52	32.7%	9	8	-	20.0	-	-	153.3
5	BBA Economics	2	1	13	16	81.3%	9	4	-	*	-	*	126.6
6	BSc Global China Studies: Humanities and Social Science	52	1	11	64	17.2%	5	5	1	17.6	-	*	72.2
7	BSc Quantitative Social Analysis	29	1	7	37	18.9%	3	3	1	15.2	*	-	*
8	BBA Professional Accounting	56	4	7	67	10.4%	5	2	-	18.4	-	*	126.0
9	BBA Marketing	14	4	5	23	21.7%	3	2	-	18.6	-	-	111.0
10	BEng/BSc & BBA Dual Degree Program in Technology and Management	21	-	5	26	19.2%	2	2	1	20.8	*	*	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	BEng (School of Engineering)	502	97	154	753	20.5%	57	91	6	16.6	110.4	39.1	161.5
2	BSc (School of Science)	430	31	133	594	22.4%	52	74	7	16.1	110.4	38.9	156.3

2018/19 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
3	BBA (School of Business and Management)	330	70	110	510	21.6%	36	67	7	17.8	105.3	38.1	142.5
4	BSc Integrative Systems and Design	1	1	9	11	81.8%	9	-	-	*	-	-	56.3
5	BBA Economics	7	9	9	25	36.0%	4	4	1	19.0	-	41.7	*
6	BEng/BSc & BBA Dual Degree Program in Technology and Management	17	5	9	31	29.0%	1	7	1	21.2	*	42.3	-
7	BBA Finance	30	2	9	41	22.0%	6	3	-	19.8	*	-	146.6
8	BSc Global China Studies: Humanities and Social Science	39	2	9	50	18.0%	6	3	-	16.9	-	*	82.0
9	BBA Management	10	6	8	24	33.3%	3	5	-	17.9	-	39.7	*
10	BBA Professional Accounting	56	7	7	70	10.0%	5	2	-	18.4	-	-	142.3

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to

protect the privacy of the students concerned.

5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2017/18 and 2018/19 Academic Years

University: The University of Hong Kong

	2017/18 Academic year Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Business Administration / Bachelor of Economics and Finance	225	63	219	507	43.2%	138	77	4	19.2	273.8	39.4	131.2
2	Bachelor of Engineering	349	107	124	580	21.4%	38	85	1	17.7	274.5	37.6	161.2
3	Bachelor of Science	297	53	120	470	25.5%	71	46	3	17.5	276.7	37.9	168.0
4	Bachelor of Arts	334	64	65	463	14.0%	43	19	3	18.6	*	35.1	104.8
5	Bachelor of Social Sciences	154	36	47	237	19.8%	22	22	3	19.8	276.0	38.2	106.8
6	Bachelor of Science in Actuarial Science	52	2	31	85	36.5%	15	16	-	20.3	280.0	*	161.6
7	Bachelor of Arts in Architectural Studies	29	15	21	65	32.3%	12	8	1	21.5	-	37.2	155.1
8	Bachelor of Journalism	15	1	16	32	50.0%	7	8	1	20.2	*	38.2	108.3
9	Bachelor of Laws	66	27	11	104	10.6%	7	3	1	23.1	*	*	115.3
10	Bachelor of Biomedical Sciences	24	14	10	48	20.8%	1	9	-	21.2	280.0	37.8	-

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
1	Bachelor of Business Administration / Bachelor of Economics and Finance	253	53	213	519	41.0%	137	71	5	19.1	110.7	39.4	128.8
2	Bachelor of Engineering	324	101	131	556	23.6%	35	94	2	17.6	108.6	36.9	177.4

	2018/19 Academic year (provisional) Programme name	Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Place of origin of non-local students			Average score in major admission qualifications[1] obtained by new intake students			
		Local		Non-local (A)	Total (B)					Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				Mainland China	Other places in Asia	Rest of the world	HKDSE[2]	GCE[3]	IB[4]	JEE of Mainland China[5]
3	Bachelor of Science	271	59	117	447	26.2%	65	49	3	17.6	112.0	38.5	178.6
4	Bachelor of Social Sciences	135	53	64	252	25.4%	29	28	7	19.5	108.8	37.7	102.6
5	Bachelor of Arts	321	46	52	419	12.4%	29	21	2	18.5	-	36.2	96.1
6	Bachelor of Science in Actuarial Science	54	3	21	78	26.9%	18	2	1	20.2	112.0	*	161.6
7	Bachelor of Biomedical Sciences	19	19	19	57	33.3%	3	16	-	22.3	110.0	39.0	*
8	Bachelor of Arts in Architectural Studies	26	18	19	63	30.2%	13	5	1	20.8	-	*	157.2
9	Bachelor of Business Administration (Information Systems)	21	5	18	44	40.9%	6	12	-	18.1	*	38.9	*
10	Bachelor of Science in Quantitative Finance	13	3	17	33	51.5%	11	6	-	21.2	*	*	167.3

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
2. The Hong Kong Diploma of Secondary Education (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 that the students concerned are not HKDSE qualification holders. "*" denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement. The score for each subject is allocated as follows:
   Before September 2017: 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
   Since September 2017: A-Level : A* = 56; A = 48; B = 40; C = 32; D = 24; E = 16
   AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6
   As GCE adopts the new UCSA Tariff in September 2017, the scores of 2018/19 academic year are not comparable to those of 2017/18 academic year or before.
   "-" denotes that the students concerned are not GCE qualification holders. "*" denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes that the students concerned are not IB qualification holders. "*" denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. "-" denotes that the students concerned are not JEE qualification holders. "*" denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on their majors during the study period.
8. Place of origin of non-local students is determined having regard to their nationality / place of residence.

Annex E

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: City University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Engineering in Civil and Structural Engineering	2	-	2	-	2	100.0%
2	Bachelor of Engineering in Mechatronic Engineering	9	-	4	-	4	44.4%
3	Bachelor of Business Administration in Business Economics	12	-	5	-	5	41.7%
4	Bachelor of Science in Applied Chemistry	8	-	3	-	3	37.5%
5	Bachelor of Arts in English Studies	3	-	1	-	1	33.3%
6	Bachelor of Social Sciences in Psychology	3	-	1	-	1	33.3%
7	Bachelor of Social Sciences in Public Policy, Management, and Politics / Bachelor of Social Sciences in Policy Studies and Administration	10	-	2	1	3	30.0%
8	Bachelor of Business Administration in Banking and Financial Services	7	-	2	-	2	28.6%
9	Bachelor of Science in Applied Biology	8	-	2	-	2	25.0%
10	Bachelor of Engineering in Nuclear and Risk Engineering	4	-	-	1	1	25.0%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Engineering in Civil and Structural Engineering	1	-	1	-	1	100.0%
2	Bachelor of Social Sciences in Psychology	7	-	4	1	5	71.4%
3	Bachelor of Arts in Media and Communication	6	-	4	-	4	66.7%
4	Bachelor of Science in Computing Mathematics	46	14	-	-	14	30.4%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
5	Bachelor of Business Administration in International Business	7	-	2	-	2	28.6%
6	Bachelor of Business Administration in Business Economics	8	-	2	-	2	25.0%
7	Bachelor of Arts in Creative Media	9	-	2	-	2	22.2%
8	Bachelor of Business Administration in Finance	19	-	4	-	4	21.1%
9	Bachelor of Engineering in Energy Science and Engineering	39	5	1	-	6	15.4%
10	College of Business (Bachelor of Business Administration)	700	70	32	3	105	15.0%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Engineering in Civil and Structural Engineering	1	-	1	-	1	100.0%
2	Bachelor of Arts in Media and Communication	6	1	3	-	4	66.7%
3	Bachelor of Science in Computational Finance	26	11	1	-	12	46.2%
4	Bachelor of Arts in Creative Media	11	-	4	1	5	45.5%
5	Bachelor of Business Administration in Global Business Systems Management	5	-	2	-	2	40.0%
6	Bachelor of Business Administration in Business Economics	8	-	3	-	3	37.5%
7	Bachelor of Business Administration in Global Business	23	3	5	-	8	34.8%
8	Bachelor of Social Sciences in Psychology	6	-	1	1	2	33.3%
9	Bachelor of Engineering in Bioengineering	3	-	1	-	1	33.3%
10	Bachelor of Arts in Linguistics and Language Applications	3	-	1	-	1	33.3%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: Hong Kong Baptist University

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Chinese Medicine & BSc Biomedical Science	31	11	1	-	12	38.7%
2	BBA - Accounting	62	15	2	-	17	27.4%
3	BSocSc - European Studies	37	10	-	-	10	27.0%
4	Bachelor of Science	239	53	2	-	55	23.0%
5	BSocSc Communication	171	31	1	-	32	18.7%
6	Bachelor of Business Administration	228	34	-	-	34	14.9%
7	Bachelor of Arts/Bachelor of Social Sciences	135	15	-	-	15	11.1%
8	BA - Visual Arts	57	5	-	-	5	8.8%
9	Bachelor of Arts	195	17	-	-	17	8.7%
10	Bachelor of Pharmacy in Chinese Medicine	14	1	-	-	1	7.1%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA - Accounting	59	16	-	-	16	27.1%
2	Bachelor of Science	239	54	-	-	54	22.6%
3	BSocSc - European Studies	38	8	-	-	8	21.1%
4	BSocSc Communication	180	34	-	-	34	18.9%
5	Bachelor of Chinese Medicine & BSc Biomedical Science	38	7	-	-	7	18.4%
6	Bachelor of Business Administration	233	36	4	1	41	17.6%
7	BSocSc China Studies	71	7	-	-	7	9.9%
8	BA - Visual Arts	59	5	-	-	5	8.5%
9	Bachelor of Arts	192	16	-	-	16	8.3%
10	Bachelor of Pharmacy in Chinese Medicine	22	1	-	-	1	4.5%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA - Accounting	60	12	1	-	13	21.7%
2	Bachelor of Science	218	45	2	-	47	21.6%
3	Bachelor of Communication	146	27	2	1	30	20.5%
4	Bachelor of Chinese Medicine & BSc Biomedical Science	35	5	2	-	7	20.0%
5	Bachelor of Business Administration	222	33	3	-	36	16.2%
6	Bachelor of Arts/Bachelor of Social Sciences	123	17	-	-	17	13.8%
7	BSocSc - European Studies	42	5	-	-	5	11.9%
8	BSocSc China Studies	60	5	-	-	5	8.3%
9	Bachelor of Pharmacy in Chinese Medicine	24	2	-	-	2	8.3%
10	Bachelor of Arts	172	13	-	-	13	7.6%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: Lingnan University

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Business Administration (Hons)	190	17	2	-	19	10.0%
2	Bachelor of Social Sciences (Hons)	134	9	1	-	10	7.5%
3	Bachelor of Arts (Hons)	261	10	2	-	12	4.6%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Social Sciences (Hons)	133	11	5	-	16	12.0%
2	Bachelor of Business Administration (Hons)	192	16	2	-	18	9.4%
3	Bachelor of Arts (Hons)	257	16	-	-	16	6.2%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Arts (Hons) in Translation	38	2	-	-	2	5.3%
2	Bachelor of Arts (Hons) in Visual Studies	23	1	-	-	1	4.3%
3	Bachelor of Arts (Hons) in Philosophy	25	1	-	-	1	4.0%
4	Bachelor of Business Administration (Hons) - Risk and Insurance Management	26	1	-	-	1	3.8%
5	Bachelor of Arts (Hons) in History	27	1	-	-	1	3.7%
6	Bachelor of Arts (Hons)	33	1	-	-	1	3.0%
7	Bachelor of Social Sciences (Hons)	123	3	-	-	3	2.4%
8	Bachelor of Business Administration (Hons)	149	1	1	1	3	2.0%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: The Chinese University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	B.A. / B.S.Sc. Contemporary China Studies	51	9	23	8	40	78.4%
2	B.B.A. Integrated BBA	355	79	31	6	116	32.7%
3	B.B.A. Professional Accountancy	165	39	3	-	42	25.5%
4	B.Sc. Statistics	16	3	-	-	3	18.8%
5	Science (broad-based)	372	45	14	3	62	16.7%
6	B.Sc. Global Economics & Finance	24	-	4	-	4	16.7%
7	Engineering (broad-based)	543	62	25	3	90	16.6%
8	B.B.A. Hotel and Tourism Management	79	7	5	-	12	15.2%
9	B.A. Cultural Studies	16	2	-	-	2	12.5%
10	B.Sc. Physics	24	3	-	-	3	12.5%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	B.A. / B.S.Sc. Contemporary China Studies	40	6	22	4	32	80.0%
2	B.Sc. Cell & Molecular Biology	3	1	-	-	1	33.3%
3	B.B.A. Integrated BBA	350	73	39	2	114	32.6%
4	B.B.A. Professional Accountancy	163	49	4	-	53	32.5%
5	B.Sc.Quantitative Finance & Risk Management Science	25	1	6	-	7	28.0%
6	B.Sc. Global Economics & Finance	28	1	6	-	7	25.0%
7	B.A. Cultural Studies	16	3	-	-	3	18.8%
8	Science (broad-based)	354	49	14	3	66	18.6%
9	Engineering (broad-based)	542	58	36	4	98	18.1%
10	B.B.A. Hotel and Tourism Management	79	5	7	1	13	16.5%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	B.A. / B.S.Sc. Contemporary China Studies	38	13	18	1	32	84.2%
2	B.B.A. Professional Accountancy	187	61	12	-	73	39.0%
3	B.B.A. Integrated BBA	372	67	55	4	126	33.9%
4	B.Sc.Quantitative Finance & Risk Management Science	18	-	5	-	5	27.8%
5	BSc Biology	4	-	1	-	1	25.0%
6	B.B.A. Hotel and Tourism Management	87	6	13	2	21	24.1%
7	B.Sc. Global Economics & Finance	28	1	5	-	6	21.4%
8	Engineering (broad-based)	546	61	39	1	101	18.5%
9	Science (broad-based)	386	44	22	1	67	17.4%
10	B.A. Cultural Management	25	3	1	-	4	16.0%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: The Education University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	36	14	-	-	14	38.9%
2	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	23	5	-	-	5	21.7%
3	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	27	4	1	-	5	18.5%
4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	40	7	-	-	7	17.5%
5	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	110	15	4	-	19	17.3%
6	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	44	5	1	-	6	13.6%
7	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	163	17	-	-	17	10.4%
8	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	13	1	-	-	1	7.7%
9	Bachelor of Education (Honours) (Music) (Five-year Full-time)	40	2	-	-	2	5.0%
10	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	144	6	-	-	6	4.2%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	34	12	1	-	13	38.2%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	101	18	2	-	20	19.8%
3	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	25	4	-	-	4	16.0%
4	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	42	6	-	-	6	14.3%
5	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	21	3	-	-	3	14.3%
6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	37	4	-	-	4	10.8%
7	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	158	16	1	-	17	10.8%
8	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	87	6	-	-	6	6.9%
9	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	30	1	1	-	2	6.7%
10	Bachelor of Education (Honours) (Music) (Five-year Full-time)	41	2	-	-	2	4.9%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	30	10	1	-	11	36.7%
2	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	32	7	3	-	10	31.3%
3	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	45	10	1	-	11	24.4%
4	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	24	4	1	-	5	20.8%
5	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	85	16	-	-	16	18.8%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
6	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	33	4	2	-	6	18.2%
7	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	27	4	-	-	4	14.8%
8	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	39	5	-	-	5	12.8%
9	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	43	5	-	-	5	11.6%
10	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	27	3	-	-	3	11.1%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: The Hong Kong Polytechnic University

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA (HONS) ACCOUNTING AND FINANCE	83	39	4	1	44	53.0%
2	BEng (HONS) ELECTRONIC & INFORMATION ENG	66	28	3	-	31	47.0%
3	BBA (HONS) FINANCIAL SERVICES	54	18	7	-	25	46.3%
4	BBA (HONS) MANAGEMENT	75	17	8	2	27	36.0%
5	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	38	13	-	-	13	34.2%
6	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	42	5	5	4	14	33.3%
7	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	39	8	4	1	13	33.3%
8	BEng (HONS) MECHANICAL ENGINEERING	52	8	8	-	16	30.8%
9	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	118	20	16	-	36	30.5%
10	BBA (HONS) ACCOUNTANCY	156	40	7	-	47	30.1%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA (HONS) FINANCIAL SERVICES	59	25	5	-	30	50.8%
2	BBA (HONS) ACCOUNTING AND FINANCE	76	23	14	1	38	50.0%
3	BSc (HONS) BIOMEDICAL ENGINEERING	31	5	6	1	12	38.7%
4	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	136	24	25	3	52	38.2%
5	BEng (HONS) ELECTRONIC & INFORMATION ENG	56	18	1	1	20	35.7%
6	BSc (HONS) INTERNET & MULTIMEDIA TECH	37	11	1	1	13	35.1%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
7	BEng (HONS) MECHANICAL ENGINEERING	55	10	9	-	19	34.5%
8	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	41	7	7	-	14	34.1%
9	BSc (HONS) ENGINEERING PHYSICS	33	9	1	1	11	33.3%
10	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	40	10	3	-	13	32.5%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA (HONS) ACCOUNTING AND FINANCE	107	57	13	1	71	66.4%
2	BEng (HONS) ELECTRONIC & INFORMATION ENG	63	29	4	-	33	52.4%
3	BEng (HONS) MECHANICAL ENGINEERING	59	15	12	1	28	47.5%
4	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	36	12	3	-	15	41.7%
5	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	137	18	35	2	55	40.1%
6	BBA (HONS) MANAGEMENT	70	11	14	3	28	40.0%
7	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	43	10	6	1	17	39.5%
8	BBA (HONS) FINANCIAL SERVICES	36	10	1	-	11	30.6%
9	BSc (HONS) CHEMICAL TECHNOLOGY	31	5	4	-	9	29.0%
10	BBA (HONS) ACCOUNTANCY	133	32	6	-	38	28.6%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: The Hong Kong University of Science and Technology

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BEng (School of Engineering)	740	61	67	11	139	18.8%
2	BBA (School of Business and Management)	825	62	67	12	141	17.1%
3	BSc (School of Science)	503	40	39	5	84	16.7%
4	BSc Global China Studies: Humanities and Social Science	54	5	1	2	8	14.8%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BEng (School of Engineering)	729	58	85	11	154	21.1%
2	BBA (School of Business and Management)	846	58	76	14	148	17.5%
3	BSc (School of Science)	537	42	47	2	91	16.9%
4	BSc Global China Studies: Humanities and Social Science	54	4	2	-	6	11.1%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA Economics	8	2	3	-	5	62.5%
2	BBA Management	15	3	5	-	8	53.3%
3	BBA Operations Management	2	-	1	-	1	50.0%
4	BBA Marketing	12	1	4	-	5	41.7%
5	BBA Finance	36	5	3	1	9	25.0%
6	Bsc Biotechnology and Business	26	3	1	1	5	19.2%
7	BEng/BSc & BBA Dual Degree Program in Technology and Management	26	2	1	2	5	19.2%
8	BEng (School of Engineering)	672	56	56	3	115	17.1%
9	BSc (School of Science)	579	40	56	3	99	17.1%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
10	BSc Global China Studies: Humanities and Social Science	59	5	3	2	10	16.9%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted, 2014/15 to 2016/17 Academic Years

University: The University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Engineering (Engineering Science)	9	3	1	-	4	44.4%
2	Bachelor of Business Administration / Bachelor of Economics and Finance	576	138	83	7	228	39.6%
3	Bachelor of Journalism	34	4	6	1	11	32.4%
4	Bachelor of Social Sciences	246	28	34	3	65	26.4%
5	Bachelor of Science in Actuarial Science	85	16	4	1	21	24.7%
6	Bachelor of Arts in Architectural Studies	66	9	6	1	16	24.2%
7	Bachelor of Arts in Landscape Studies	22	3	2	-	5	22.7%
8	Bachelor of Education & Bachelor of Social Sciences	15	-	3	-	3	20.0%
9	Bachelor of Science in Quantitative Finance	26	4	1	-	5	19.2%
10	Bachelor of Engineering	540	53	44	1	98	18.1%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Journalism	31	3	9	2	14	45.2%
2	Bachelor of Engineering (Engineering Science)	20	5	4	-	9	45.0%
3	Bachelor of Business Administration / Bachelor of Economics and Finance	561	139	71	2	212	37.8%
4	Bachelor of Science in Quantitative Finance	28	7	1	-	8	28.6%
5	Bachelor of Science in Actuarial Science	76	19	2	-	21	27.6%
6	Bachelor of Social Sciences	219	19	32	2	53	24.2%
7	Bachelor of Arts in Architectural Studies	68	9	7	-	16	23.5%
8	Bachelor of Engineering	580	53	64	-	117	20.2%
9	Bachelor of Science	428	53	23	2	78	18.2%
10	Bachelor of Arts in Landscape Studies	22	4	-	-	4	18.2%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Engineering (Engineering Science)	22	4	6	-	10	45.5%
2	Bachelor of Science in Actuarial Science	72	24	6	-	30	41.7%
3	Bachelor of Science in Quantitative Finance	27	8	2	1	11	40.7%
4	Bachelor of Business Administration / Bachelor of Economics and Finance	557	137	77	1	215	38.6%
5	Bachelor of Arts in Architectural Studies	64	12	10	1	23	35.9%
6	Bachelor of Business Administration (Information Systems)	43	5	8	2	15	34.9%
7	Bachelor of Biomedical Sciences	36	1	10	-	11	30.6%
8	Bachelor of Journalism	26	3	4	-	7	26.9%
9	Bachelor of Arts in Landscape Studies	20	4	1	-	5	25.0%
10	Bachelor of Engineering	608	55	89	3	147	24.2%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Annex F

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: City University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	College of Business (Bachelor of Business Administration)	682	69	45	3	117	17.2%
2	College of Science and Engineering (Engineering)	584	46	31	1	78	13.4%
3	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	408	34	8	-	42	10.3%
4	College of Science and Engineering (Science)	196	33	4	-	37	18.9%
5	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	116	12	8	1	21	18.1%
6	School of Energy and Environment (Bachelor of Engineering - Energy Science and Engineering)	49	4	4	-	8	16.3%
7	School of Law (Bachelor of Laws)	54	5	-	2	7	13.0%
8	Bachelor of Business Administration in Business Economics	12	-	5	-	5	41.7%
9	Bachelor of Business Administration in Finance	22	-	5	-	5	22.7%
10	Bachelor of Engineering in Mechatronic Engineering	9	-	4	-	4	44.4%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	College of Business (Bachelor of Business Administration)	700	70	32	3	105	15.0%
2	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	410	37	6	-	43	10.5%
3	Department of Electronic Engineering (Bachelor of Engineering)	196	19	1	1	21	10.7%
4	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	120	9	9	-	18	15.0%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
5	Department of Architecture and Civil Engineering (Bachelor of Engineering/Bachelor of Science)	123	18	-	-	18	14.6%
6	Bachelor of Science in Computing Mathematics	46	14	-	-	14	30.4%
7	Bachelor of Science in Computer Science	107	10	4	-	14	13.1%
8	Department of Mechanical and Biomedical Engineering (Bachelor of Engineering)	119	8	5	-	13	10.9%
9	Department of Systems Engineering and Engineering Management (Bachelor of Engineering)	75	5	2	-	7	9.3%
10	Bachelor of Engineering in Energy Science and Engineering	39	5	1	-	6	15.4%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Department of Economics and Finance (Bachelor of Business Administration)	191	35	17	1	53	27.7%
2	Department of Mechanical and Biomedical Engineering (Bachelor of Engineering)	137	9	17	1	27	19.7%
3	Department of Electronic Engineering (Bachelor of Engineering)	178	18	5	2	25	14.0%
4	Bachelor of Science in Computer Science	123	12	9	2	23	18.7%
5	Department of Architecture and Civil Engineering (Bachelor of Engineering/Bachelor of Science)	140	19	2	-	21	15.0%
6	Bachelor of Business Administration in Accountancy	163	17	3	1	21	12.9%
7	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	113	12	5	-	17	15.0%
8	Department of Applied Social Sciences (Bachelor of Social Sciences)	117	7	4	2	13	11.1%
9	Bachelor of Science in Computational Finance	26	11	1	-	12	46.2%
10	Bachelor of Science in Computing Mathematics	61	12	-	-	12	19.7%

Notes:

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2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: Hong Kong Baptist University

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Science	239	53	2	-	55	23.0%
2	Bachelor of Business Administration	228	34	-	-	34	14.9%
3	BSocSc Communication	171	31	1	-	32	18.7%
4	BBA - Accounting	62	15	2	-	17	27.4%
5	Bachelor of Arts	195	17	-	-	17	8.7%
6	Bachelor of Arts/Bachelor of Social Sciences	135	15	-	-	15	11.1%
7	Bachelor of Chinese Medicine & BSc Biomedical Science	31	11	1	-	12	38.7%
8	BSocSc - European Studies	37	10	-	-	10	27.0%
9	BA - Visual Arts	57	5	-	-	5	8.8%
10	BSocSc China Studies	72	5	-	-	5	6.9%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Science	239	54	-	-	54	22.6%
2	Bachelor of Business Administration	233	36	4	1	41	17.6%
3	BSocSc Communication	180	34	-	-	34	18.9%
4	BBA - Accounting	59	16	-	-	16	27.1%
5	Bachelor of Arts	192	16	-	-	16	8.3%
6	BSocSc - European Studies	38	8	-	-	8	21.1%
7	Bachelor of Chinese Medicine & BSc Biomedical Science	38	7	-	-	7	18.4%
8	BSocSc China Studies	71	7	-	-	7	9.9%
9	Bachelor of Arts/Bachelor of Social Sciences	134	6	-	-	6	4.5%
10	BA - Visual Arts	59	5	-	-	5	8.5%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Science	218	45	2	-	47	21.6%
2	Bachelor of Business Administration	222	33	3	-	36	16.2%
3	Bachelor of Communication	146	27	2	1	30	20.5%
4	Bachelor of Arts/Bachelor of Social Sciences	123	17	-	-	17	13.8%
5	BBA - Accounting	60	12	1	-	13	21.7%
6	Bachelor of Arts	172	13	-	-	13	7.6%
7	Bachelor of Chinese Medicine & BSc Biomedical Science	35	5	2	-	7	20.0%
8	BSocSc - European Studies	42	5	-	-	5	11.9%
9	BSocSc China Studies	60	5	-	-	5	8.3%
10	BA - Visual Arts	63	4	-	-	4	6.3%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: Lingnan University

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Business Administration (Hons)	190	17	2	-	19	10.0%
2	Bachelor of Arts (Hons)	261	10	2	-	12	4.6%
3	Bachelor of Social Sciences (Hons)	134	9	1	-	10	7.5%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Business Administration (Hons)	192	16	2	-	18	9.4%
2	Bachelor of Social Sciences (Hons)	133	11	5	-	16	12.0%
3	Bachelor of Arts (Hons)	257	16	-	-	16	6.2%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Social Sciences (Hons)	123	3	-	-	3	2.4%
2	Bachelor of Business Administration (Hons)	149	1	1	1	3	2.0%
3	Bachelor of Arts (Hons) in Translation	38	2	-	-	2	5.3%
4	Bachelor of Arts (Hons) in Visual Studies	23	1	-	-	1	4.3%
5	Bachelor of Arts (Hons) in Philosophy	25	1	-	-	1	4.0%
6	Bachelor of Business Administration (Hons) - Risk and Insurance Management	26	1	-	-	1	3.8%
7	Bachelor of Arts (Hons) in History	27	1	-	-	1	3.7%
8	Bachelor of Arts (Hons)	33	1	-	-	1	3.0%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: The Chinese University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	B.B.A. Integrated BBA	355	79	31	6	116	32.7%
2	Engineering (broad-based)	543	62	25	3	90	16.6%
3	Science (broad-based)	372	45	14	3	62	16.7%
4	B.B.A. Professional Accountancy	165	39	3	-	42	25.5%
5	B.A. / B.S.Sc. Contemporary China Studies	51	9	23	8	40	78.4%
6	B.B.A. Hotel and Tourism Management	79	7	5	-	12	15.2%
7	Social Science (broad-based)	97	2	6	-	8	8.2%
8	LL.B. Law	69	4	1	-	5	7.2%
9	B.Sc. Global Economics & Finance	24	-	4	-	4	16.7%
10	B.Sc. Mathematics	44	4	-	-	4	9.1%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	B.B.A. Integrated BBA	350	73	39	2	114	32.6%
2	Engineering (broad-based)	542	58	36	4	98	18.1%
3	Science (broad-based)	354	49	14	3	66	18.6%
4	B.B.A. Professional Accountancy	163	49	4	-	53	32.5%
5	B.A. / B.S.Sc. Contemporary China Studies	40	6	22	4	32	80.0%
6	B.B.A. Hotel and Tourism Management	79	5	7	1	13	16.5%
7	B.Sc.Quantitative Finance & Risk Management Science	25	1	6	-	7	28.0%
8	B.Sc. Global Economics & Finance	28	1	6	-	7	25.0%
9	Insurance, Financial and Actuarial Analysis / Quantitative Finance (broad-based)	81	-	7	-	7	8.6%
10	Social Science (broad-based)	87	2	4	1	7	8.0%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	B.B.A. Integrated BBA	372	67	55	4	126	33.9%
2	Engineering (broad-based)	546	61	39	1	101	18.5%
3	B.B.A. Professional Accountancy	187	61	12	-	73	39.0%
4	Science (broad-based)	386	44	22	1	67	17.4%
5	B.A. / B.S.Sc. Contemporary China Studies	38	13	18	1	32	84.2%
6	B.B.A. Hotel and Tourism Management	87	6	13	2	21	24.1%
7	LL.B. Law	105	7	3	1	11	10.5%
8	Social Science (broad-based)	94	2	6	-	8	8.5%
9	B.Sc. Global Economics & Finance	28	1	5	-	6	21.4%
10	B.Sc.Quantitative Finance & Risk Management Science	18	-	5	-	5	27.8%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: The Education University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	110	15	4	-	19	17.3%
2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	163	17	-	-	17	10.4%
3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	36	14	-	-	14	38.9%
4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	40	7	-	-	7	17.5%
5	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	44	5	1	-	6	13.6%
6	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	144	6	-	-	6	4.2%
7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	23	5	-	-	5	21.7%
8	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	27	4	1	-	5	18.5%
9	Bachelor of Education (Honours) (Music) (Five-year Full-time)	40	2	-	-	2	5.0%
10	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	13	1	-	-	1	7.7%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	101	18	2	-	20	19.8%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	158	16	1	-	17	10.8%
3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	34	12	1	-	13	38.2%
4	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	42	6	-	-	6	14.3%
5	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	87	6	-	-	6	6.9%
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	25	4	-	-	4	16.0%
7	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	37	4	-	-	4	10.8%
8	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	21	3	-	-	3	14.3%
9	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	30	1	1	-	2	6.7%
10	Bachelor of Education (Honours) (Music) (Five-year Full-time)	41	2	-	-	2	4.9%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	85	16	-	-	16	18.8%
2	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	30	10	1	-	11	36.7%
3	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	45	10	1	-	11	24.4%
4	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	32	7	3	-	10	31.3%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
5	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	33	4	2	-	6	18.2%
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	24	4	1	-	5	20.8%
7	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	39	5	-	-	5	12.8%
8	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	43	5	-	-	5	11.6%
9	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	27	4	-	-	4	14.8%
10	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	43	4	-	-	4	9.3%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: The Hong Kong Polytechnic University

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA (HONS) ACCOUNTANCY	156	40	7	-	47	30.1%
2	BBA (HONS) ACCOUNTING AND FINANCE	83	39	4	1	44	53.0%
3	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	118	20	16	-	36	30.5%
4	BEng (HONS) ELECTRONIC & INFORMATION ENG	66	28	3	-	31	47.0%
5	BBA (HONS) MANAGEMENT	75	17	8	2	27	36.0%
6	BBA (HONS) FINANCIAL SERVICES	54	18	7	-	25	46.3%
7	BBA (HONS) MARKETING	71	8	9	1	18	25.4%
8	BEng (HONS) MECHANICAL ENGINEERING	52	8	8	-	16	30.8%
9	BROAD DISCIPLINE OF COMPUTING	108	9	5	1	15	13.9%
10	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	42	5	5	4	14	33.3%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	136	24	25	3	52	38.2%
2	BBA (HONS) ACCOUNTING AND FINANCE	76	23	14	1	38	50.0%
3	BBA (HONS) ACCOUNTANCY	139	29	3	-	32	23.0%
4	BBA (HONS) FINANCIAL SERVICES	59	25	5	-	30	50.8%
5	BEng (HONS) CIVIL ENGINEERING	86	15	10	-	25	29.1%
6	BBA (HONS) MANAGEMENT	70	12	8	2	22	31.4%
7	BEng (HONS) ELECTRONIC & INFORMATION ENG	56	18	1	1	20	35.7%
8	BROAD DISCIPLINE OF COMPUTING	113	12	8	-	20	17.7%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
9	BEng (HONS) MECHANICAL ENGINEERING	55	10	9	-	19	34.5%
10	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	107	12	4	2	18	16.8%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA (HONS) ACCOUNTING AND FINANCE	107	57	13	1	71	66.4%
2	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	137	18	35	2	55	40.1%
3	BBA (HONS) ACCOUNTANCY	133	32	6	-	38	28.6%
4	BROAD DISCIPLINE OF COMPUTING	126	21	13	-	34	27.0%
5	BEng (HONS) ELECTRONIC & INFORMATION ENG	63	29	4	-	33	52.4%
6	BEng (HONS) MECHANICAL ENGINEERING	59	15	12	1	28	47.5%
7	BBA (HONS) MANAGEMENT	70	11	14	3	28	40.0%
8	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	43	10	6	1	17	39.5%
9	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	36	12	3	-	15	41.7%
10	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	101	5	10	-	15	14.9%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: The Hong Kong University of Science and Technology

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BBA (School of Business and Management)	825	62	67	12	141	17.1%
2	BEng (School of Engineering)	740	61	67	11	139	18.8%
3	BSc (School of Science)	503	40	39	5	84	16.7%
4	BSc Global China Studies: Humanities and Social Science	54	5	1	2	8	14.8%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BEng (School of Engineering)	729	58	85	11	154	21.1%
2	BBA (School of Business and Management)	846	58	76	14	148	17.5%
3	BSc (School of Science)	537	42	47	2	91	16.9%
4	BSc Global China Studies: Humanities and Social Science	54	4	2	-	6	11.1%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	BEng (School of Engineering)	672	56	56	3	115	17.1%
2	BSc (School of Science)	579	40	56	3	99	17.1%
3	BBA (School of Business and Management)	584	41	50	6	97	16.6%
4	BSc Global China Studies: Humanities and Social Science	59	5	3	2	10	16.9%
5	BBA Finance	36	5	3	1	9	25.0%
6	BBA Management	15	3	5	-	8	53.3%
7	BBA Economics	8	2	3	-	5	62.5%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
8	BBA Marketing	12	1	4	-	5	41.7%
9	Bsc Biotechnology and Business	26	3	1	1	5	19.2%
10	BEng/BSc & BBA Dual Degree Program in Technology and Management	26	2	1	2	5	19.2%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Place of Origin of Non-local Students in UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2014/15 to 2016/17 Academic Years

University: The University of Hong Kong

	2014/15 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Business Administration / Bachelor of Economics and Finance	576	138	83	7	228	39.6%
2	Bachelor of Engineering	540	53	44	1	98	18.1%
3	Bachelor of Science	430	45	25	3	73	17.0%
4	Bachelor of Social Sciences	246	28	34	3	65	26.4%
5	Bachelor of Arts	420	18	18	2	38	9.0%
6	Bachelor of Science in Actuarial Science	85	16	4	1	21	24.7%
7	Bachelor of Arts in Architectural Studies	66	9	6	1	16	24.2%
8	Bachelor of Journalism	34	4	6	1	11	32.4%
9	Bachelor of Laws	101	5	3	-	8	7.9%
10	Bachelor of Social Sciences (Government and Laws)	55	1	4	1	6	10.9%

	2015/16 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Business Administration / Bachelor of Economics and Finance	561	139	71	2	212	37.8%
2	Bachelor of Engineering	580	53	64	-	117	20.2%
3	Bachelor of Science	428	53	23	2	78	18.2%
4	Bachelor of Social Sciences	219	19	32	2	53	24.2%
5	Bachelor of Arts	408	18	9	-	27	6.6%
6	Bachelor of Science in Actuarial Science	76	19	2	-	21	27.6%
7	Bachelor of Arts in Architectural Studies	68	9	7	-	16	23.5%
8	Bachelor of Journalism	31	3	9	2	14	45.2%
9	Bachelor of Engineering (Engineering Science)	20	5	4	-	9	45.0%
10	Bachelor of Science in Quantitative Finance	28	7	1	-	8	28.6%

	2016/17 Academic year Programme name	Total number of students admitted (B)	Place of origin of non-local students				Non-local students as percentage of total number of students admitted (A)/(B)
			Mainland China	Other places in Asia	Rest of the world	Total (A)	
1	Bachelor of Business Administration / Bachelor of Economics and Finance	557	137	77	1	215	38.6%
2	Bachelor of Engineering	608	55	89	3	147	24.2%
3	Bachelor of Science	441	59	41	2	102	23.1%
4	Bachelor of Social Sciences	225	17	30	3	50	22.2%
5	Bachelor of Arts	400	24	8	-	32	8.0%
6	Bachelor of Science in Actuarial Science	72	24	6	-	30	41.7%
7	Bachelor of Arts in Architectural Studies	64	12	10	1	23	35.9%
8	Bachelor of Business Administration (Information Systems)	43	5	8	2	15	34.9%
9	Bachelor of Science in Quantitative Finance	27	8	2	1	11	40.7%
10	Bachelor of Biomedical Sciences	36	1	10	-	11	30.6%

Notes:
1. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. '-' denotes 'nil'.

Annex G

Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme from 2014/15 to 2018/19 Academic Years

Country/ Region	Number of Awardees 2014/15	Number of Awardees 2015/16	Number of Awardees 2016/17	Number of Awardees 2017/18	Number of Awardees 2018/19
Albania	2	-	-	-	-
Argentina	-	-	-	-	1
Armenia	-	-	-	-	1
Australia	-	3	3	1	1
Austria	2	-	1	-	1
Azerbaijan	1	-	-	-	-
Bangladesh	3	2	7	4	8
Belarus	-	-	1	-	-
Belgium	-	1	-	1	-
Brazil	-	1	-	-	-
Bulgaria	1	-	-	-	-
Canada	1	-	3	7	1
Chile	-	1	-	-	1
Colombia	-	-	1	1	-
Czech Republic	2	-	1	-	-
Denmark	1	-	-	-	1
Egypt	2	1	-	1	2
Ethiopia	-	2	2	3	3
Finland	-	-	-	2	-
France	2	1	-	3	-
Germany	4	1	1	1	4
Ghana	4	4	6	5	3
Greece	-	-	1	1	1
Hong Kong	13	14	15	16	22
Hungary	1	-	-	1	-
Iceland	-	-	1	-	-
India	3	5	5	4	6
Indonesia	-	-	1	2	4
Iran	-	-	3	1	-
Ireland	-	-	-	2	-
Italy	4	2	5	8	5
Jamaica	-	-	-	-	1
Jordan	-	-	-	-	1
Kazakhstan	-	-	-	3	-
Kenya	1	1	1	2	-
Kyrgyzstan	-	-	-	1	-
Latvia	-	-	-	-	1
Macao	-	-	-	-	1
Mainland China	131	133	120	107	91
Malawi	-	-	-	1	-

Country/ Region	Number of Awardees 2014/15	Number of Awardees 2015/16	Number of Awardees 2016/17	Number of Awardees 2017/18	Number of Awardees 2018/19
Malaysia	4	2	4	3	5
Malta	-	-	1	-	-
Mexico	-	-	2	1	1
Mozambique	-	-	-	1	-
Myanmar	1	-	-	-	-
Nepal	-	-	1	-	1
Netherlands	1	-	1	3	2
New Zealand	-	-	1	-	2
Nigeria	4	2	6	5	5
Pakistan	4	8	8	6	10
Palestine	-	-	-	-	1
Philippines	-	-	-	-	1
Poland	3	3	2	1	1
Republic of Serbia	1	2	-	1	1
Romania	-	1	-	1	-
Russia	1	-	-	-	-
Rwanda	2	1	1	2	3
Singapore	-	-	-	1	-
Slovakia	1	1	4	3	3
Slovenia	1	-	-	-	-
South Africa	-	-	-	1	-
South Korea	1	1	-	-	-
Spain	2	3	4	7	4
Sri Lanka	-	1	-	-	-
Mozambique	1	2	-	2	2
Saint Kitts and Nevis	-	-	-	-	1
Sweden	-	2	1	1	1
Switzerland	2	1	1	-	-
Syria	-	-	-	1	-
Taiwan	3	1	-	1	1
Tanzania	-	-	-	1	-
Thailand	2	1	2	1	2
Trinidad and Tobago	-	-	-	1	-
Turkey	-	2	-	-	1
Uganda	-	-	-	-	1
Ukraine	-	-	1	1	1
United Kingdom	6	3	1	3	9
United States of America	4	6	9	5	9
Uruguay	-	-	1	-	-
Vietnam	1	1	-	-	2
Zambia	-	-	-	-	1
Zimbabwe	-	-	2	-	-
Total	**223**	**216**	**231**	**231**	**231**

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0073)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide, by institution and programme level, the following information in respect of the undergraduate programmes, sub-degree programmes, taught postgraduate (Master) programmes, taught postgraduate (Doctorate) programmes, research postgraduate (Master of Philosophy) (MPhil) programmes and research postgraduate (Doctor of Philosophy) (PhD) programmes offered by the University Grants Committee (UGC)-funded institutions and self-financing post-secondary institutions for the past 5 years (2014/15 to 2018/19):

a. the number of local, Mainland and other non-local students, as well as their respective percentages against the total; and

b. the number of part-time students and full-time students;

2. Please provide, by institution, the number of students who applied for and admitted to UGC-funded undergraduate programmes through the Joint University Programmes Admissions System (JUPAS) or non-JUPAS routes, their respective academic qualification and percentages against the total for the past 5 years (2014/15 to 2018/19); and

3. Please provide, in the table below, the number of non-local students and their respective percentages against the total in each of the UGC-funded institutions and self-financing post-secondary institutions for the academic years from 2014/15 to 2018/19 (including both publicly-funded and self-financing programmes):

(Name of institution)					
Academic year	Place of origin	Undergraduate programmes	Taught postgraduate programmes	MPhil programmes	PhD programmes

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 12)

Reply:

1.& 3. The respective numbers of local and non-local students of UGC-funded programmes by university, place of origin and level of study for the 2017/18 and 2018/19 academic years are set out at **Annex A**. The respective numbers of students of UGC-funded programmes by university, level of study and mode of study for the corresponding period are set out at **Annex B**. The respective numbers of students of full-time locally-accredited self-financing sub-degree and undergraduate programmes by institution and place of origin for the corresponding period are at **Annexes C and D**. The respective numbers of students of locally-accredited self-financing taught postgraduate (TPg) programmes and research postgraduate (RPg) programmes by institution and place of origin for the 2017/18 academic year are at **Annexes E and F** (the numbers of these students for the 2018/19 academic year are not available).

As for the respective numbers of students of UGC-funded programmes and locally-accredited self-financing programmes for the 2013/14 to 2016/17 academic years, please refer to our reply (Serial No. EDB249) to a question (Serial No. 0134) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2018-19.

2. The respective numbers of candidates sitting for the Hong Kong Advanced Level Examination (HKALE) and the Hong Kong Diploma of Secondary Education Examination (DSE), approved student number targets of UGC-funded first-year-first-degree (FYFD) programmes, numbers and percentages of candidates having met the general entrance requirements but were not admitted to UGC-funded FYFD programmes through JUPAS, numbers of local students admitted through the non-JUPAS route, and numbers of private candidates sitting for the HKALE and DSE for the 2014/15 to 2018/19 academic years are set out at **Annex G**.

Annex A

2017/18 and 2018/19 Academic Years

Number of Local and Non-local Students of UGC-funded Programmes by University, Place of Origin and Level of Study

2017/18 academic year

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
									MPhil Programmes		PhD Programmes	
			No.	%	No.	%	No.	%	No.	%	No.	%
CityU	Local students		782	100.0%	11 202	89.3%	53	100.0%	2	100.0%	92	9.2%
	Non-local students	Mainland China	-	-	854	6.8%	-	-	-	-	691	69.4%
		Others	-	-	483	3.9%	-	-	-	-	212	21.3%
Total			782	100.0%	12 539	100.0%	53	100.0%	2	100.0%	995	100.0%
HKBU	Local students		-	-	6 068	88.4%	242	100.0%	15	60.0%	30	14.2%
	Non-local students	Mainland China	-	-	731	10.6%	-	-	9	36.0%	149	70.3%
		Others	-	-	68	1.0%	-	-	1	4.0%	33	15.6%
Total			-	-	6 867	100.0%	242	100.0%	25	100.0%	212	100.0%
LU	Local students		-	-	2 376	93.6%	-	-	22	62.9%	4	9.1%
	Non-local students	Mainland China	-	-	138	5.4%	-	-	8	22.9%	16	36.4%
		Others	-	-	24	0.9%	-	-	5	14.3%	24	54.5%
Total			-	-	2 538	100.0%	-	-	35	100.0%	44	100.0%
CUHK	Local students		-	-	14 826	86.6%	836	99.8%	215	60.2%	276	16.7%
	Non-local students	Mainland China	-	-	1 527	8.9%	1	@	124	34.7%	1 297	78.4%
		Others	-	-	758	4.4%	1	@	18	5.0%	81	4.9%
Total			-	-	17 111	100.0%	838	100.0%	357	100.0%	1 654	100.0%
EdUHK	Local students		2 241	100.0%	4 838	92.5%	967	99.3%	6	46.2%	15	23.8%
	Non-local students	Mainland China	-	-	370	7.1%	7	0.7%	6	46.2%	35	55.6%
		Others	-	-	25	@	-	-	1	7.7%	13	20.6%
Total			2 241	100.0%	5 233	100.0%	974	100.0%	13	100.0%	63	100.0%

2017/18 academic year

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
									MPhil Programmes		PhD Programmes	
			No.	%	No.	%	No.	%	No.	%	No.	%
PolyU	Local students		1 570	100.0%	13 102	88.7%	17	100.0%	43	54.4%	71	10.4%
	Non-local students	Mainland China	-	-	1 111	7.5%	-	-	35	44.3%	471	68.8%
		Others	-	-	560	3.8%	-	-	1	1.3%	143	20.9%
Total			1 570	100.0%	14 773	100.0%	17	100.0%	79	100.0%	685	100.0%
HKUST	Local students		-	-	8 005	83.8%	-	-	155	38.7%	79	7.4%
	Non-local students	Mainland China	-	-	692	7.2%	-	-	170	42.4%	796	75.1%
		Others	-	-	855	9.0%	-	-	76	18.9%	185	17.5%
Total			-	-	9 552	100.0%	-	-	402	100.0%	1 060	100.0%
HKU	Local students		-	-	13 861	84.0%	802	91.6%	154	45.8%	299	18.2%
	Non-local students	Mainland China	-	-	1 488	9.0%	63	7.2%	155	46.2%	1 155	70.3%
		Others	-	-	1 157	7.0%	11	1.3%	27	7.9%	188	11.5%
Total			-	-	16 506	100.0%	876	100.0%	336	100.0%	1 642	100.0%

2018/19 academic year (provisional)

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
									MPhil Programmes		PhD Programmes	
			No.	%	No.	%	No.	%	No.	%	No.	%
CityU	Local students		674	100.0%	11 215	87.9%	53	100.0%	2	100.0%	79	6.9%
	Non-local students	Mainland China	-	-	893	7.0%	-	-	-	-	830	72.3%
		Others	-	-	656	5.1%	-	-	-	-	239	20.8%
Total			674	100.0%	12 764	100.0%	53	100.0%	2	100.0%	1 148	100.0%
HKBU	Local students		-	-	6 189	88.6%	254	100.0%	17	43.6%	37	18.6%
	Non-local students	Mainland China	-	-	700	10.0%	-	-	20	51.3%	137	68.8%
		Others	-	-	97	1.4%	-	-	2	5.1%	25	12.6%
Total			-	-	6 986	100.0%	254	100.0%	39	100.0%	199	100.0%
LU	Local students		-	-	2 349	92.7%	-	-	19	52.8%	3	6.2%
	Non-local students	Mainland China	-	-	162	6.4%	-	-	13	36.1%	16	33.3%
		Others	-	-	24	0.9%	-	-	4	11.1%	29	60.4%
Total			-	-	2 535	100.0%	-	-	36	100.0%	48	100.0%
CUHK	Local students		-	-	14 924	86.4%	830	99.8%	208	60.3%	270	16.2%
	Non-local students	Mainland China	-	-	1 466	8.5%	1	@	124	35.9%	1 296	77.9%
		Others	-	-	891	5.2%	1	@	13	3.8%	98	5.9%
Total			-	-	17 281	100.0%	832	100.0%	345	100.0%	1 664	100.0%
EdUHK	Local students		1 963	100.0%	4 817	91.9%	950	99.5%	5	62.5%	23	26.7%
	Non-local students	Mainland China	-	-	387	7.4%	5	0.5%	2	25.0%	42	48.8%
		Others	-	-	35	0.7%	-	-	1	12.5%	21	24.4%
Total			1 963	100.0%	5 239	100.0%	955	100.0%	8	100.0%	86	100.0%

2018/19 academic year (provisional)

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
									MPhil Programmes		PhD Programmes	
			No.	%	No.	%	No.	%	No.	%	No.	%
PolyU	Local students		1 060	100.0%	12 966	87.8%	15	100.0%	48	49.5%	119	15.9%
	Non-local students	Mainland China	-	-	1 078	7.3%	-	-	46	47.4%	490	65.3%
		Others	-	-	719	4.9%	-	-	3	3.1%	141	18.8%
Total			1 060	100.0%	14 763	100.0%	15	100.0%	97	100.0%	750	100.0%
HKUST	Local students		-	-	8 136	83.0%	-	-	138	37.6%	106	10.2%
	Non-local students	Mainland China	-	-	726	7.4%	-	-	149	40.7%	742	71.6%
		Others	-	-	941	9.6%	-	-	80	21.7%	188	18.2%
Total			-	-	9 803	100.0%	-	-	367	100.0%	1 035	100.0%
HKU	Local students		-	-	13 840	83.0%	728	88.5%	156	47.1%	324	18.4%
	Non-local students	Mainland China	-	-	1 521	9.1%	84	10.2%	142	43.1%	1 254	71.3%
		Others	-	-	1 305	7.8%	11	1.3%	32	9.8%	182	10.3%
Total			-	-	16 666	100.0%	823	100.0%	330	100.0%	1 760	100.0%

Notes:

1. UGC-funded TPg programmes cover only MPhil programmes but not PhD programmes.
2. Figures of UGC-funded RPg students refer to students funded by UGC within their normal study periods.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. Figures may not add up to the corresponding totals due to rounding. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.
5. "@" denotes less than 0.5%.
6. "-" denotes nil.

Abbreviations:

City U	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex B

N2017/18 and 2018/19 Academic Years Number of Students of UGC-funded Programmes by University, Level of Study and Mode of Study

(Headcount)

Academic Year	Level of Study	University	Mode of Study		
			Full-time	Part-time	Total
2017/18	Sub-degree Programmes	CityU	782	-	782
		EdUHK	707	1 534	2 241
		PolyU	1 570	-	1 570
	Total		**3 059**	**1 534**	**4 593**
	Undergraduate Programmes	CityU	12 539	-	12 539
		HKBU	6 867	-	6 867
		LU	2 538	-	2 538
		CUHK	17 111	-	17 111
		EdUHK	3 711	1 522	5 233
		PolyU	14 773	-	14 773
		HKUST	9 552	-	9 552
		HKU	16 506	-	16 506
	Total		**83 597**	**1 522**	**85 119**
	TPg Programmes	CityU	53	-	53
		HKBU	10	232	242
		CUHK	350	488	838
		EdUHK	180	794	974
		PolyU	17	-	17
		HKU	554	322	876
	Total		**1 164**	**1 836**	**3 000**
	RPg Programmes -- MPhil	CityU	2	-	2
		HKBU	25	-	25
		LU	35	-	35
		CUHK	357	-	357
		EdUHK	13	-	13
		PolyU	79	-	79
		HKUST	402	-	402
		HKU	336	-	336
	Total		**1 249**	**-**	**1 249**
	RPg Programmes -- PhD	CityU	994	1	995
		HKBU	212	-	212
		LU	44	-	44
		CUHK	1 654	-	1 654
		EdUHK	63	-	63
		PolyU	685	-	685
		HKUST	1 060	-	1 060
		HKU	1 642	-	1 642
	Total		**6 353**	**1**	**6 354**

Academic Year	Level of Study	University	Mode of Study		
			Full-time	Part-time	Total
2018/19 (provisional)	Sub-degree Programmes	CityU	674	-	674
		EdUHK	747	1 216	1 963
		PolyU	1 060	-	1 060
	Total		**2 481**	**1 216**	**3 697**
	Undergraduate Programmes	CityU	12 764	-	12 764
		HKBU	6 986	-	6 986
		LU	2 535	-	2 535
		CUHK	17 281	-	17 281
		EdUHK	3 726	1 513	5 239
		PolyU	14 763	-	14 763
		HKUST	9 803	-	9 803
		HKU	16 666	-	16 666
	Total		**84 524**	**1 513**	**86 037**
	TPg Programmes	CityU	53	-	53
		HKBU	11	243	254
		CUHK	338	494	832
		EdUHK	169	786	955
		PolyU	15	-	15
		HKU	488	335	823
	Total		**1 074**	**1 858**	**2 932**
	RPg Programmes -- MPhil	CityU	2	-	2
		HKBU	39	-	39
		LU	36	-	36
		CUHK	345	-	345
		EdUHK	8	-	8
		PolyU	97	-	97
		HKUST	367	-	367
		HKU	330	-	330
	Total		**1 224**	**-**	**1 224**
	RPg Programmes -- PhD	CityU	1 144	4	1 148
		HKBU	199	-	199
		LU	48	-	48
		CUHK	1 664	-	1 664
		EdUHK	86	-	86
		PolyU	750	-	750
		HKUST	1 035	-	1 035
		HKU	1 760	-	1 760
	Total		**6 686**	**4**	**6 690**

Notes:

1. UGC-funded TPg programmes cover only MPhil programmes but not PhD programmes.

2. Figures of UGC-funded RPg students refer to students funded by UGC within their normal study periods.
3. Figures may not add up to the corresponding totals. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.
4. "-" denotes nil.

Abbreviations:

City U	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex C

2017/18 and 2018/19 Academic Years
Number of Students of Full-time Locally-accredited Self-financing Sub-degree Programmes by Institution and Place of Origin

(Headcount)

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
2017/18	Caritas Bianchi College of Careers	250	81.4%	57	18.6%	-	-	307
	Caritas Institute of Community Education	147	98.7%	2	1.3%	-	-	149
	Caritas Institute of Higher Education	257	97.0%	8	3.0%	-	-	265
	City University of Hong Kong	5 540	93.3%	390	6.6%	6	0.1%	5 936
	Gratia Christian College	6	100.0%	-	-	-	-	6
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1 746	97.8%	33	1.8%	6	0.3%	1 785
	Hong Kong Art School	70	100.0%	-	-	-	-	70
	Hong Kong Baptist University	2 945	91.0%	288	8.9%	3	0.1%	3 236
	Hong Kong College of Technology	358	91.3%	34	8.7%	-	-	392
	Hong Kong Institute of Technology	317	92.2%	27	7.8%	-	-	344
	Hong Kong Nang Yan College of Higher Education	1	100.0%	-	-	-	-	1
	Lingnan University	891	95.8%	38	4.1%	1	0.1%	930
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 671	98.6%	22	1.3%	1	0.1%	1 694
	The Hong Kong Polytechnic University	9 387	99.7%	32	0.3%	-	-	9 419
	The Open University of Hong Kong	1 547	98.0%	11	0.7%	21	1.3%	1 579
	The University of Hong Kong	4 494	93.6%	301	6.3%	5	0.1%	4 800
	Tung Wah College	430	99.8%	1	0.2%	-	-	431
	Vocational Training Council	4 454	99.7%	8	0.2%	7	0.2%	4 469
	Yew Chung College of Early Childhood Education	174	98.3%	1	0.6%	2	1.1%	177
	YMCA College of Careers	40	97.6%	1	2.4%	-	-	41
	Total	**34 725**	**96.4%**	**1 254**	**3.5%**	**52**	**0.1%**	**36 031**
2018/19 (provisional)	Caritas Bianchi College of Careers	230	84.6%	42	15.4%	-	-	272
	Caritas Institute of Community Education	106	100.0%	-	-	-	-	106
	Caritas Institute of Higher Education	283	99.6%	1	0.4%	-	-	284
	City University of Hong Kong	4 845	89.7%	549	10.2%	5	0.1%	5 399

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2018/19 (provisional)	Gratia Christian College	18	94.7%	1	5.3%	-	-	19
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1 732	95.3%	74	4.1%	12	0.7%	1 818
	Hong Kong Art School	61	96.8%	2	3.2%	-	-	63
	Hong Kong Baptist University	2 887	86.3%	451	13.5%	6	0.2%	3 344
	Hong Kong College of Technology and HKCT Institute of Higher Education	376	91.0%	37	9.0%	-	-	413
	Hong Kong Institute of Technology	260	83.6%	50	16.1%	1	0.3%	311
	Lingnan University	935	96.1%	38	3.9%	-	-	973
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 641	97.7%	37	2.2%	1	0.1%	1 679
	The Hong Kong Polytechnic University	9 383	99.5%	48	0.5%	2	-	9 433
	The Open University of Hong Kong	1 533	95.1%	38	2.4%	41	2.5%	1 612
	The University of Hong Kong	5 355	93.0%	398	6.9%	6	0.1%	5 759
	Tung Wah College	475	100.0%	-	-	-	-	475
	Vocational Training Council	3 719	99.2%	11	0.3%	18	0.5%	3 748
	Yew Chung College of Early Childhood Education	169	98.3%	1	0.6%	2	1.2%	172
	YMCA College of Careers	26	100.0%	-	-	-	-	26
	Total	**34 034**	**94.8%**	**1 778**	**5.0%**	**94**	**0.3%**	**35 906**

Notes:

1. The place of origin of non-local students is determined having regard to their nationality or place of residence.
2. "@" denotes less than 0.5%.
3. "-" denotes nil.

Annex D

Number of Students of Full-time Locally-accredited Self-financing Undergraduate Programmes by Institution and Place of Origin in the 2017/18 and 2018/19 Academic Years

(Headcount)

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2017/18	Caritas Institute of Higher Education	1 122	88.4%	145	11.4%	2	0.2%	1 269
	Centennial College	177	83.5%	29	13.7%	6	2.8%	212
	Chu Hai College of Higher Education	652	79.4%	154	18.8%	15	1.8%	821
	City University of Hong Kong	1 364	99.7%	-	-	4	0.3%	1 368
	Gratia Christian College	77	100.0%	-	-	-	-	77
	The Hang Seng University of Hong Kong	4 841	99.4%	28	0.6%	-	-	4 869
	HKCT Institute of Higher Education	#						
	Hong Kong Art School	97	99.0%	-	-	1	1.0%	98
	Hong Kong Baptist University	2 095	94.7%	118	5.3%	-	-	2 213
	Hong Kong Institute of Technology	348	99.7%	-	-	1	0.3%	349
	Hong Kong Nang Yan College of Higher Education	43	91.5%	4	8.5%	-	-	47
	Hong Kong Shue Yan University	3 911	94.2%	240	5.8%	-	-	4 151
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	298	51.1%	38	6.5%	247	42.4%	583
	The Chinese University of Hong Kong	97	99.0%	-	-	1	1.0%	98
	The Education University of Hong Kong	1 289	95.9%	49	3.6%	6	0.4%	1 344
	The Hong Kong Polytechnic University	3 028	97.4%	80	2.6%	2	0.1%	3 110
	The Open University of Hong Kong	8 601	94.4%	506	5.6%	6	0.1%	9 113
	The University of Hong Kong	464	91.5%	1	0.2%	42	8.3%	507
	The Hong Kong University of Science and Technology	8	5.6%	11	7.7%	123	86.6%	142
	Tung Wah College	1 918	99.1%	15	0.8%	2	0.1%	1 935
	Vocational Training Council	4 929	99.5%	19	0.4%	6	0.1%	4 954
	Total	**35 359**	**94.9%**	**1 437**	**3.9%**	**464**	**1.2%**	**37 260**

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2018/19 (provisional)	Caritas Institute of Higher Education	1 278	93.0%	94	6.8%	2	0.1%	1 374
	Centennial College	125	91.9%	8	5.9%	3	2.2%	136
	Chu Hai College of Higher Education	444	71.0%	167	26.7%	14	2.2%	625
	City University of Hong Kong	1 375	99.4%	1	0.1%	7	0.5%	1 383
	Gratia Christian College	97	100.0%	-	-	-	-	97
	The Hang Seng University of Hong Kong	4 703	99.3%	33	0.7%	1	@	4 737
	HKCT Institute of Higher Education	#						
	Hong Kong Art School	91	100.0%	-	-	-	-	91
	Hong Kong Baptist University	2 226	94.2%	137	5.8%	-	-	2 363
	Hong Kong Institute of Technology	373	99.2%	-	-	3	0.8%	376
	Hong Kong Nang Yan College of Higher Education	77	96.3%	3	3.8%	-	-	80
	Hong Kong Shue Yan University	3 787	92.1%	327	7.9%	-	-	4 114
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	235	36.3%	71	11.0%	342	52.8%	648
	The Chinese University of Hong Kong	89	98.9%	-	-	1	1.1%	90
	The Education University of Hong Kong	1 131	95.7%	47	4.0%	4	0.3%	1 182
	The Hong Kong Polytechnic University	2 539	96.0%	103	3.9%	2	0.1%	2 644
	The Open University of Hong Kong	8 600	91.8%	758	8.1%	10	0.1%	9 368
	The University of Hong Kong	376	95.9%	-	-	16	4.1%	392
	The Hong Kong University of Science and Technology	9	6.3%	15	10.4%	120	83.3%	144
	Tung Wah College	2 044	99.6%	6	0.3%	3	0.1%	2 053
	Vocational Training Council	5 153	99.6%	12	0.2%	9	0.2%	5 174
	Yew Chung College of Early Childhood Education	30	93.8%	-	-	2	6.3%	32
	Total	**34 782**	**93.7%**	**1 782**	**4.8%**	**539**	**1.5%**	**37 103**

Notes:

1. Figures include students of FYFD and top-up degree programmes.
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. "@" denotes less than 0.5%.
4. "-" denotes nil.
5. "#" denotes no figure is provided by the institution.

Annex E

Number of Students of Locally-accredited Self-financing Taught Postgraduate Programmes by Institution and Place of Origin in the 2017/18 Academic Year

(Headcount)

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2017/18	CityU	2 423	48.6%	2 486	49.9%	73	1.5%	4 982
	HKBU	1 106	40.6%	1 557	57.2%	60	2.2%	2 723
	LU	139	24.8%	409	72.9%	13	2.3%	561
	CUHK	5 818	68.1%	2 588	30.3%	139	1.6%	8 545
	EdUHK	778	56.8%	574	41.9%	18	1.3%	1 370
	PolyU	5 481	73.4%	1 848	24.7%	140	1.9%	7 469
	HKUST	982	33.4%	1 683	57.2%	276	9.4%	2 941
	HKU	6 808	76.8%	1 721	19.4%	330	3.7%	8 859
	CHCHE	21	16.8%	104	83.2%	-	-	125
	HKAPA	83	53.2%	65	41.7%	8	5.1%	156
	HSUHK	13	100.0%	-	-	-	-	13
	HKSYU	89	87.3%	11	10.8%	2	2.0%	102
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	6	28.6%	4	19.0%	11	52.4%	21
	OpenU	426	66.5%	208	32.4%	7	1.1%	641
	Total	**24 173**	**62.8%**	**13 258**	**34.4%**	**1 077**	**2.8%**	**38 508**

Notes:

1. Including full-time and part-time programmes.
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. "-" denotes nil.
4. Figures for the 2018/19 academic year are not yet available.

Abbreviations:

City U	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong
CHCHE	Chu Hai College of Higher Education
HKAPA	The Hong Kong Academy for Performing Arts
HSUHK	The Hang Seng University of Hong Kong
HKSYU	Hong Kong Shue Yan University
OpenU	The Open University of Hong Kong

Annex F

Number of Students of Locally-accredited Self-financing Research Postgraduate Programmes by University and Place of Origin in the 2017/18 Academic Year

(Headcount)

Academic Year	University	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2017/18	CityU	135	27.2%	348	70.0%	14	2.8%	497
	HKBU	78	34.5%	126	55.8%	22	9.7%	226
	LU	3	50.0%	3	50.0%	-	-	6
	CUHK	285	37.7%	442	58.5%	28	3.7%	755
	EdUHK	1	50.0%	-	-	1	50.0%	2
	PolyU	251	26.9%	577	61.8%	106	11.3%	934
	HKUST	100	17.8%	410	73.0%	52	9.3%	562
	HKU	322	50.2%	275	42.8%	45	7.0%	642
	HKSYU	2	100.0%	-	-	-	-	2
	OpenU	10	100.0%	-	-	-	-	10
	Total	**1 187**	**32.6%**	**2 181**	**60.0%**	**268**	**7.4%**	**3 636**

Notes:

1. RPg programmes cover both full-time and part-time MPhil and PhD programmes.
2. Figures may not add up to the corresponding totals due to rounding. The figures for self-financing RPg students include: 1) fully self-financing RPg students; and 2) if RPg students are financed by UGC-funded universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. "-" denotes nil.
5. Figures for the 2018/19 academic year are not yet available.

Abbreviations:

City U	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong
HKSYU	Hong Kong Shue Yan University
OpenU	The Open University of Hong Kong

Annex G

Admission of Local Students to UGC-funded FYFD Programmes through JUPAS and Non-JUPAS Routes for the 2014/15 to 2018/19 Academic Years

Year	Approved student number targets of UGC-funded YFYD places	JUPAS					Non-JUPAS	
		Number of DSE candidates in the relevant year [1]	Candidates meeting the general entrance requirements of UGC-funded FYFD programmes [1]		Candidates meeting the general entrance requirements but not admitted to UGC-funded FYFD programmes through JUPAS [3]		No. of applications for UGC-funded FYFD programmes from local students [4] [5]	No. of local students admitted [3]
			No.	% [2]	No.	% [2]		
2014/15	15 000	78 400 (12 048)	27 971 (1 532)	35.7% (12.7%)	15 669	20.0%	61 000	2 447
2015/16	15 000	72 859 (10 878)	25 782 (1 159)	35.4% (10.7%)	13 450	18.5%	46 189	2 519
2016/17	15 000	66 874 (9 975)	24 557 (824)	36.7% (8.3%)	12 084	18.1%	40 021	2 573
2017/18	15 000	60 349 (8 525)	21 593 (596)	35.8% (7.0%)	9 099	15.1%	39 320	2 664
2018/19	15 000	57 649 (6 274)	21 603 (252)	37.5% (4.0%)	9 386	16.3%	39 872	2 846[6]

Notes:

(1) Figures provided by the Hong Kong Examinations and Assessment Authority. Figures in brackets refer to private candidates. In addition to the general entrance requirements, individual universities may determine the attainment level required for 1 or 2 designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only. The general entrance requirements of UGC-funded undergraduate programmes are set at: "3322" for the four core subjects, i.e. Level 3 for Chinese Language and English Language, and Level 2 for Mathematics and Liberal Studies.

(2) As a percentage of the number of candidates sitting for the DSE in the relevant year. Figures in brackets refer to the percentage of private candidates sitting for the DSE in the relevant year.

(3) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded universities through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursued further studies

in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but received a UGC-funded sub-degree place via JUPAS instead, etc.

(4) Local students applying via the non-JUPAS route include those applicants holding qualifications other than DSE, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding non-local qualifications such as International Baccalaureate diploma and the General Certificate of Education Advanced Level, etc.

(5) Figures provided by the eight UGC-funded universities. Each local student can only submit one application to each university to apply for several programmes (except for EdUHK which requires applicants to submit multiple applications if they wish to apply for several programmes). However, since each applicant may submit applications to more than one university, the UGC is unable to provide the actual number of applicants applying for UGC-funded programme via non-JUPAS.

(6) Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0074)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide information in respect of the following for the past 5 years (2014/15 to 2018/19) and the projected data for 2019/20:

(a) the requirement and shortfall of student hostel places in University Grants Committee (UGC)-funded institutions and self-financing post-secondary institutions;

(b) the numbers of "undergraduate students whose daily travelling time to and from home and the university exceeds 4 hours" in UGC-funded institutions;

2. the "standard unit subsidy rate" and "enhanced unit subsidy rate" adopted by the Hostel Development Fund; and

3. the hostel projects being carried out by UGC-funded institutions and self-financing post-secondary institutions, the expenditures involved, works progress, dates of completion and the estimated number of student hostel places to be provided.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 13)

Reply:

1 (a) The requirements for publicly-funded hostel places and additional requirements for publicly-funded hostel places above the level of supply at the time, with a breakdown by UGC-funded university, for the past five academic years (2014/15 to 2018/19) are at **Annex A**. The Government set up the Hostel Development Fund (HDF) in 2018 to provide capital grants for the provision of a total of 13 473 student hostel places based on the shortfall[Note] projected at the time under the prevailing student hostel policy. Unless there is a substantive change in student intake and/or student hostel policy in the foreseeable future, the relevant requirements for hostel places can be fully met upon completion of the student hostels funded by HDF. Separately, self-financing post-secondary institutions may take into account their own circumstances and the need of students in

providing hostels. They may also apply for the Land Grant Scheme and the Start-up Loan Scheme for constructing student hostels. The Education Bureau (EDB) does not maintain information on the demand and shortfall of hostel places of such self-financing post-secondary institutions.

Note On the assumption of full use of the 20% quota for non-local students enrolling undergraduate and taught postgraduate programmes by universities.

(b) Based on the information provided by UGC-funded universities, the respective numbers of undergraduate students applying for hostel places and meeting the criterion of "daily travelling time to and from home and the university exceeding 4 hours" in each of the past five academic years (2014/15 to 2018/19) are at **Annex B**.

2. The "standard unit subsidy rate" and "enhanced unit subsidy rate" under HDF are $673,000 and $993,000 respectively.

3. UGC-funded universities will carry out 15 hostel projects under HDF. According to the Master Hostel Development Plans submitted to the Government by the universities, all the projects are expected to be completed by 2028 to meet the projected shortfall of student hostel places. At present, there is no hostel project being carried out by self-financing post-secondary institutions under the Land Grant Scheme and the Start-up Loan Scheme of the EDB.

Annex A

(A) Requirements for publicly-funded hostel places by UGC-funded universities under prevailing hostel policy

University	Academic year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
City University of Hong Kong	5 383	5 496	5 703	5 745	5 963
Hong Kong Baptist University	2 741	2 839	2 869	2 959	3 015
Lingnan University	1 300	1 300	1 300	1 300	1 300
The Chinese University of Hong Kong	7 453	7 486	7 761	7 859	7 948
The Education University of Hong Kong	2 000	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	5 904	6 060	6 444	6 551	6 791
The Hong Kong University of Science and Technology	5 110	5 094	5 478	5 498	5 546
The University of Hong Kong	7 616	7 586	7 851	7 999	8 203
Total	**37 507**	**37 861**	**39 406**	**39 911**	**40 766**

(B) Additional requirements for publicly-funded hostel places above the level of supply at the time

University	Academic year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
City University of Hong Kong	1 898	2 011	2 218	2 260	2 478
Hong Kong Baptist University	881	1 128	1 158	1 248	1 304
Lingnan University	-	-	-	-	-
The Chinese University of Hong Kong	1 271	1 304	1 579	1 677	1 090
The Education University of Hong Kong	-	-	-	-	-
The Hong Kong Polytechnic University	1 250	1 406	1 790	1 897	2 137

University	Academic year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
The Hong Kong University of Science and Technology	1 159	953	1 337	1 357	1 405
The University of Hong Kong	1 891	1 858	2 121	2 269	2 473
Total	**8 350**	**8 660**	**10 203**	**10 708**	**10 887**

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Annex B

The number of undergraduate students applying for hostel places and meeting the criterion of "daily travelling time to and from home and the university exceeding 4 hours"

Academic year	Number of applicants
2014/15	421
2015/16	943
2016/17	931
2017/18	603
2018/19	486

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 0076)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) usually conducts academic planning with its funded institutions on a triennial basis.

1. Please provide details of the outcome of the competitive allocation mechanism in previous 3 exercises, including:

(a) the number of originally approved places in each UGC-funded university;

(b) the number of places reserved by each university for redistribution by programme, and the percentage of these places out of the total number of places offered by the university;

(c) the resulting number of places after redistribution, and a list of programmes cancelled or newly offered;

(d) the gains/losses in funding as a result of redistribution.

2. Please provide details of the outcome of the competitive allocation mechanism in the academic planning for 2019/20 to 2021/22, including:

(a) the number of originally approved places in each UGC-funded university;

(b) the number of places reserved by each university for redistribution by programme, and the percentage of these places out of the total number of places offered by the university;

(c) the resulting number of places after redistribution, and a list of programmes cancelled or newly offered;

(d) the gains/losses in funding as a result of redistribution.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 21)

Reply:

The University Grants Committee (UGC) usually conducts the planning exercise and recurrent grants assessment with its funded universities on a triennial basis. To ensure that precious publicly funded student places are put to their best use for the benefit of the community, we need to establish a mechanism for re-distribution of places from time to time in order to encourage universities to review periodically their institutional strategies, academic priorities and advance universities' international competitiveness in accordance with the roles of individual universities and the higher education sector as a whole. To this end, we have adopted the Competitive Allocation Mechanism (CAM) since the 2009/10 to 2011/12 triennium to distribute a small number of first-year-first-degree (FYFD) places. During the process, FYFD places in disciplines under manpower planning (such as medicine, nursing and education) are not included in the mechanism. Under the CAM, the UGC conducts the assessment according to the criteria agreed with the universities, and centrally processes and re-distributes the places among universities.

For the 2019/20 to 2021/22 triennium, the UGC rigorously conducted assessment on the planning proposals submitted by the UGC-funded universities according to seven broad criteria: (1) institutional mission and strategy; (2) meeting the needs of society over the next decade; (3) quality of undergraduate student experience of learning and teaching; (4) quality of research performance and of research postgraduate student experience; (5) knowledge transfer and wider engagement; (6) internationalisation of universities; and (7) overall financial health and institutional sustainability. FYFD places were re-distributed to the eight UGC-funded universities based on the assessment. For the 2019/20 to 2021/22 triennium, each university set aside 6% of their non-manpower-planned places for competitive allocation, except for Lingnan University (LU) and the Education University of Hong Kong (EdUHK). LU only set aside 4% of its FYFD places because of its small size. EdUHK did not set aside any places for competitive allocation, since most of its programmes were subject to the Government's manpower planning requirement. A total of 740 FYFD places (representing 4.9% of the total 15 000 FYFD places) was distributed under the CAM, while the remaining bulk (representing 95.1% of all FYFD places) was unaffected.

Details of the competitive allocation for the 2019/20 to 2021/22 triennium are set out at **Annex**. However, a breakdown by programme is not available. The universities take into account the overall student number targets as allocated by the UGC (including those FYFD places for distribution under the CAM and the remaining places), their respective strategies, as well as the needs of society when designing their academic portfolio. Therefore, we are unable to differentiate the number of FYFD intake places allocated under the CAM to individual programmes by the universities from the overall student number target. We are also unable to estimate the impact of the CAM on the amount of funding received by individual universities.

Details of the competitive allocation for the 2016/17 to 2018/19 triennium were set out in our reply (EDB735) to a question (Serial No. 3621) raised at the special meetings of the

Finance Committee to examine the Estimates of Expenditure 2017-18, whereas details of the competitive allocation for the 2012/13 to 2014/15 triennium were set out in our reply (EDB275) to a question (Serial No. 3012) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2014-15.

Annex

Approved FYFD places allocated to the eight UGC-funded universities, for each year in the 2019/20 to 2021/22 triennium

	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
(a) Overall distribution of FYFD places for 2018/19	2 095	1 171	531	3 297	582	2 342	1 951	3 031	15 000
(b) Non-manpower-planned places for 2018/19	2 095	1 080	531	2 747	120	1 705	1 951	2 392	12 621
(c) Number of places set aside under the CAM [i.e. 6% of (b)] Note 1	126	65	21(4%)	165	-	102	117	144	740
(d) Number of places earned back as a result of distribution under the CAM for 2019/20 Note 2	126	42	11	125	27 Note 3	82	200	127	740
(e) Overall distribution of FYFD places (for each year in the 2019–22 triennium) (including both non-manpower and manpower places) (% change between 2018/19 and 2019/20 [i.e. $\frac{(e)-(a)}{(a)} \times 100\%$])	2 095 (0%)	1 148 (-2.0%)	521 (-1.9%)	3 257 (-1.2%)	609 (+4.6%)	2 322 (-0.9%)	2 034 (+4.3%)	3 014 (-0.6%)	15 000 (0%)

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Note 1 Each university set aside 6% of their non-manpower-planned places for competitive allocation, except for LU and EdUHK. LU set aside 4% of its FYFD places because of its "small size". EdUHK did not set aside any places for competitive allocation, since most of its programmes were either subject to the Government's manpower planning requirement or "protected" areas – in June 2009, the Executive Council approved the provision of 120 additional FYFD places to The Hong Kong Institute of Education (the former name of EdUHK before it was granted the university title in May 2016) to provide non-teacher-education programmes starting from 2010/11 onwards to pave way for its development into a multi-disciplinary institution.

Note 2 Including 147 places allocated to meet additional manpower requirements and other changes in manpower-planned places.

Note 3 Increase of 27 places is due to the change in the distribution of teacher education places.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 0081)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the admission of students with special educational needs (SEN), students with disabilities and non-Chinese speaking (NCS) students by the University Grants Committee (UGC)-funded and self-financing institutions, please provide the following information for the past 5 years (2014/15 to 2018/19):

1. the number of intakes of SEN students and students with disabilities in these institutions, as well as the expenditure involved in supporting these students, with a breakdown by institution and type of student;

2. the number of student hostels in these institutions provided with barrier-free facilities (in terms of hostel places) and the expenditure involved in constructing barrier-free facilities in each institution over the past 5 years;

3. the number of local NCS students admitted to these institutions, with a breakdown by institution and Chinese language qualification held by these students.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 27)

Reply:

1. The number of students with special educational needs (SEN) studying full-time University Grants Committee (UGC)-funded sub-degree and undergraduate programmes, by university and type of disability from the 2014/15 to 2018/19 academic years is at **Annex A**.

   For UGC-funded universities, funding for students with SEN is subsumed under the block grant allocated to individual university. Hence, we are unable to attribute the exact amount provided in supporting these students.

   To facilitate SEN students to pursue UGC-funded programmes and adapt to campus life, as well as to further promote an inclusive culture, UGC provided a one-off special grant

of $20 million in total for the eight UGC-funded universities in 2015 to enhance these universities' support for students with SEN, such as purchasing necessary aids and equipment, strengthening training among academic and administrative staff, and supporting student bodies to organise events and activities to encourage integration of students with SEN into campus life. In July 2018, UGC has just launched phase two of the funding scheme which will last for two years and under which the UGC-funded universities are provided with an additional grant of $20 million in total to further enhance the support in this area.

2. Some 32 800 student hostel places in the UGC-funded universities 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 such facilities.

3. The number of local non-Chinese speaking (NCS) students admitted to full-time UGC-funded sub-degree and undergraduate programmes from the 2014/15 to 2018/19 academic years is set out at **Annex B**. UGC does not have the information on the Chinese language qualification attained by the NCS students.

Annex A

Number of Students with Special Educational Needs Pursuing Full-time UGC-funded Sub-degree and Undergraduate Programmes by University and Type of Disability 2014/15 to 2018/19

(Headcount)

		University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2014/15 Academic Year										
Type of Disability	Specific Learning Difficulties	3	5	-	9	-	-	3	3	23
	Autism Spectrum Disorders	-	-	-	2	-	2	2	2	8
	Attention Deficit / Hyperactivity Disorder	1	2	-	4	-	-	2	1	10
	Physical Disability	6	2	2	15	1	7	4	6	43
	Visual Impairment	5	5	3	2	3	4	5	9	36
	Hearing Impairment	6	16	8	12	5	8	5	23	83
	Speech and Language Impairment	-	-	-	1	-	1	3	-	5
	Mental Illness	5	5	-	5	1	-	9	2	27
	Others(Note 2)	7	5	3	3	3	27	6	25	79
Total		**33**	**40**	**16**	**53**	**13**	**49**	**39**	**71**	**314**
2015/16 Academic Year										
Type of Disability	Specific Learning Difficulties	4	4	-	2	1	-	4	4	19
	Autism Spectrum Disorders	2	1	1	1	-	2	3	3	13
	Attention Deficit / Hyperactivity Disorder	2	1	-	2	1	-	4	3	13
	Physical Disability	8	4	2	11	1	5	4	10	45
	Visual Impairment	3	8	2	1	3	3	9	9	38
	Hearing Impairment	8	16	5	16	6	5	5	25	86
	Speech and Language Impairment	-	-	-	1	-	-	3	1	5
	Mental Illness	7	7	-	8	2	-	13	3	40
	Others(Note 2)	10	14	3	-	3	26	7	26	89
Total		**44**	**55**	**13**	**42**	**17**	**41**	**52**	**84**	**348**
2016/17 Academic Year										
Type of Disability	Specific Learning Difficulties	5	2	-	7	3	-	5	9	31
	Autism Spectrum Disorders	3	1	2	5	-	-	4	3	18
	Attention Deficit / Hyperactivity Disorder	2	-	-	3	1	-	9	5	20
	Physical Disability	10	3	3	9	1	6	3	13	48
	Visual Impairment	2	-	2	4	2	4	6	12	32
	Hearing Impairment	8	2	4	17	5	12	9	28	85

		University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2016/17 Academic Year										
Type of Disability	Speech and Language Impairment	-	-	-	1	-	2	3	2	8
	Mental Illness	6	1	-	12	3	1	12	5	40
	Others(Note 2)	7	10	1	9	3	30	8	30	98
Total		**43**	**19**	**12**	**67**	**18**	**55**	**59**	**107**	**380**
2017/18 Academic Year										
Type of Disability	Specific Learning Difficulties	8	3	-	10	4	-	7	9	41
	Autism Spectrum Disorders	2	2	1	8	1	-	7	8	29
	Attention Deficit / Hyperactivity Disorder	3	2	-	7	2	-	17	9	40
	Physical Disability	9	4	1	9	1	6	9	12	51
	Visual Impairment	1	4	1	4	1	3	10	13	37
	Hearing Impairment	7	4	7	14	7	11	14	23	87
	Speech and Language Impairment	-	1	-	3	1	2	3	2	12
	Mental Illness	6	2	-	14	4	3	12	7	48
	Others(Note 2)	12	8	4	20	3	34	17	33	131
Total		**48**	**30**	**14**	**89**	**24**	**59**	**96**	**116**	**476**
2018/19 Academic Year **(**provisional**)**										
Type of Disability	Specific Learning Difficulties	7	4	-	8	4	-	10	10	43
	Autism Spectrum Disorders	5	3	1	10	1	4	10	9	43
	Attention Deficit / Hyperactivity Disorder	5	4	-	12	2	-	22	16	61
	Physical Disability	6	5	-	7	1	5	8	11	43
	Visual Impairment	2	5	-	4	-	2	8	14	35
	Hearing Impairment	7	7	7	10	4	14	18	22	89
	Speech and Language Impairment	2	3	-	3	1	1	4	2	16
	Mental Illness	9	3	1	13	5	6	18	9	64
	Others(Note 2)	18	14	2	27	4	61	25	34	185
Total		**61**	**48**	**11**	**94**	**22**	**93**	**123**	**127**	**579**

Notes:

1. Figures are provided by the UGC-funded universities.
2. Including multiple types of disabilities.
3. '-' denotes nil.
4. Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science and Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Annex B

Number of Local Non-Chinese Speaking Students[(Note 2)] Admitted to Full-time UGC-funded Sub-degree and Undergraduate Programmes by University 2014/15 to 2018/19

(Headcount)

Academic Year	University								
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2014/15	64	6	8	42	11	14	80	18	243
2015/16	60	4	7	24	8	11	90	20	224
2016/17	123	5	1	24	4	6	83	37	283
2017/18	107	14	15	31	12	36	95	42	352
2018/19 (provisional)	111	11	7	36	35	32	98	58	388

Notes:

1. Figures are provided by the UGC-funded universities.
2. Refer to local students whose ethnicity and/or spoken language at home are not Chinese.
3. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2959)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown of the number of enrolment places, actual intakes, unit cost as well as the tuition fees of the University Grants Committee (UGC)-funded undergraduate, senior year top-up degree, associate degree and higher diploma programmes by institution, programme and year of study over the past 5 years (i.e. 2014/15 to 2018/19 academic years);

2. Please give a breakdown of the number of enrolment places, actual intakes, unit cost as well as the tuition fees of the UGC-funded taught postgraduate master, taught postgraduate doctor, research postgraduate (Master of Philosophy) and research postgraduate (Doctor of Philosophy) programmes by institution, programme and year of study over the past 5 years (i.e. 2014/15 to 2018/19 academic years);

3. Please give a breakdown of the number of enrolment places, actual intakes, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, associate degree and higher diploma programmes offered by self-financing post-secondary institutions and self-financing universities, by institution, programme and year of study over the past 5 years (i.e. 2014/15 to 2018/19 academic years);

4. Please give a breakdown of the number of enrolment places, actual intakes, unit cost as well as the tuition fees of the taught postgraduate master, taught postgraduate doctor, research postgraduate (Master of Philosophy) and research postgraduate (Doctor of Philosophy) programmes offered by self-financing post-secondary institutions and self-financing universities by institution, programme and year of study over the past 5 years (i.e. 2014/15 to 2018/19 academic years);

5. Please give a breakdown of the respective numbers of the various types of self-financing programmes offered by the departments of UGC-funded institutions by institution over the past 5 years (i.e. 2014/15 to 2018/19 academic years) (set out by associate degree, higher diploma, undergraduate, taught postgraduate and research

postgraduate programmes), as well as (i) the student intakes, (ii) the tuition fee income, (iii) the number of full-time teaching staff members employed, (iv) the number of part-time teaching staff members employed, (v) the number of non-teaching staff members employed and (vi) payroll expenses for such staff members, of such programmes respectively;

6. Please give a breakdown of the amounts of net incomes (or net deficits) as a result of offering self-financing programmes by the departments of each UGC-funded institution over the past 5 years (i.e. 2014/15 to 2018/19 academic years);

7. Please give a breakdown of the amounts of surpluses (or liabilities) of the departments of each UGC-funded institution over the past 5 years (i.e. 2014/15 to 2018/19 academic years);

8. Please give a breakdown of the amounts of net incomes (or net deficits) as a result of offering programmes by each self-financing post-secondary institution over the past 5 years (i.e. 2014/15 to 2018/19 academic years); and

9. Please give a breakdown of the amounts of surpluses (or liabilities) of each self-financing post-secondary institution over the past 5 years (i.e. 2014/15 to 2018/19 academic years).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 6)

Reply:

1 and 2.
The approved intake places, approved student number targets and student enrolment of the UGC-funded sub-degree (SD) (including associate degree and higher diploma), undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes by university and broad academic programme category (APC) from the 2017/18 to 2018/19 academic years are at **Annexes A1 to A4**.

The same details covering the 2014/15 to 2016/17 academic years were set out in our reply (Reply Serial No. EDB246) to a question (Question Serial No. 0130) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2018-19 in 2018. The details covering the 2014/15 to 2016/17 academic years are not repeated herein.

The average student unit costs of the UGC-funded places, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by universities, by level of study for the 2014/15 to 2017/18 academic years are set out below:

Level of study	Average student unit cost [Note 2]			
	2014/15	2015/16	2016/17	2017/18 [Note 1]
SD	$156,000	$172,000	$176,000	$190,000
Ug	$222,000	$237,000	$242,000	$251,000
TPg	$215,000	$230,000	$232,000	$243,000
RPg	$511,000	$548,000	$568,000	$581,000

Notes:
1. Provisional figures.

2. The bulk of the average student unit cost of a UGC-funded place is subsidised by Government subvention with the remainder funded by income from tuition fees (i.e. $42,100 per student per year for UG, TPg and RPg programmes; $15,040 per student per year for SD programmes offered by the Education University of Hong Kong and $31,575 per student per year for SD programmes offered by other UGC-funded universities).

The average student unit costs for the 2018/19 academic year are not yet available. As funding for publicly-funded programmes is subsumed under the block grants, the UGC is unable to identify and provide the actual expenditure on specific programmes.

3 to 5(i).
The estimated intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing SD, first-year-first-degree (FYFD) and top-up degree programmes by institution from the 2017/18 to 2018/19 academic years are at **Annexes B1 to B3**. The Education Bureau does not maintain information on the unit costs of these programmes.

The number of programmes offered, actual intakes and total tuition fees of full-time locally-accredited self-financing TPg and RPg programmes by institution for the corresponding period are at **Annexes C1 to C2**. The Education Bureau does not maintain information on the number of enrolment places and unit costs of these programmes.

The same details covering the 2014/15 to 2016/17 academic years were set out in our reply (Reply Serial No. EDB246) to a question (Question Serial No. 0130) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2018-19 in 2018. The details covering the 2014/15 to 2016/17 academic years are not repeated herein.

5(ii) to 7.
According to information provided by the UGC-funded universities, information on the tuition fee income, the numbers of full-time and part-time academic and non-academic staff members employed, and the payroll expenses for these staff members of self-financing programmes for the 2014/15 to 2017/18 academic years are set out at **Annexes D and E**. Information for the 2018/19 academic year is not yet available.

According to information provided by the UGC-funded universities, the surpluses / deficits of self-financing programmes for the 2014/15 to 2017/18 academic years are at **Annex F**. Information for the 2018/19 academic year is not yet available.

Based on the annual financial reports of the UGC-funded universities, the surpluses / deficits and total liabilities of each university for the 2014/15 to 2017/18 academic years are at **Annex G**. Information for the 2018/19 academic year is not yet available. The annual financial report of each university is also available on its website.

8 and 9.
As self-financing post-secondary institutions operate on a self-financing basis without regular public funding, the Education Bureau does not maintain relevant financial information of these institutions.

Annex A1

Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes by University and Broad Academic Programme Category, 2017/18 to 2018/19

(Full-time equivalent)

Academic year	University	Broad Academic Programme Category	Approved intake place	Approved student number target	Student enrolment
2017/18	CityU	Engineering and Technology	432	841	782
		Sub-total	**432**	**841**	**782**
	EdUHK	Sciences	16	33	36
		Social Sciences	0	1	16
		Arts and Humanities	1	9	69
		Education	621	977	950
		Sub-total	**638**	**1 021**	**1 071**
	PolyU	Sciences	127	255	197
		Engineering and Technology	502	1 034	1 092
		Business and Management	78	181	170
		Arts and Humanities	50	104	111
		Sub-total	**757**	**1 573**	**1 570**
	Total		**1 827**	**3 435**	**3 423**
2018/19 (Provisional)	CityU	Engineering and Technology	432	841	674
		Sub-total	**432**	**841**	**674**
	EdUHK	Sciences	16	32	28
		Social Sciences	0	0	16
		Arts and Humanities	1	3	61
		Education	600	964	922
		Sub-total	**617**	**1 000**	**1 027**
	PolyU	Sciences	127	255	132
		Engineering and Technology	470	972	830
		Business and Management	-	78	53
		Arts and Humanities	-	50	45
		Sub-total	**597**	**1 354**	**1 060**
	Total		**1 646**	**3 195**	**2 761**

Notes:

1. Breakdown of higher diploma programmes is not available
2. Since some UGC-funded programmes are mapped to more than one 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 which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. The figure zero denotes less than 0.5.
3. "-" denotes nil.
4. Abbreviations

CityU	City University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University

Annex A2

Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded Undergraduate Programmes by University and Broad Academic Programme Category, 2017/18 to 2018/19

(Full-time equivalent)

Academic year	University	Broad Academic Programme Category	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
2016/17	CityU	Medicine, Dentistry and Health	36	23	-	130	132
		Sciences	472	124	-	1 976	2 158
		Engineering and Technology	421	199	-	2 213	2 417
		Business and Management	654	368	-	3 440	3 925
		Social Sciences	315	392	-	2 028	2 291
		Arts and Humanities	198	289	-	1 383	1 616
		Sub-total	**2 095**	**1 395**	**-**	**11 170**	**12 539**
	HKBU	Medicine, Dentistry and Health	45	-	-	240	275
		Sciences	201	94	-	1 008	1 100
		Business and Management	228	128	-	1 173	1 267
		Social Sciences	335	182	-	1 736	1 889
		Arts and Humanities	275	159	-	1 435	1 698
		Education	87	22	40	449	487
		Sub-total	**1 171**	**585**	**40**	**6 041**	**6 716**
	LU	Business and Management	172	46	-	790	847
		Social Sciences	124	29	-	562	575
		Arts and Humanities	235	55	-	1 076	1 116
		Sub-total	**531**	**130**	**-**	**2 428**	**2 538**
	CUHK	Medicine, Dentistry and Health	574	115	-	3 172	3 201
		Sciences	621	81	-	2 628	3 235
		Engineering and Technology	475	21	-	1 951	2 015
		Business and Management	583	14	-	2 375	3 111
		Social Sciences	568	71	-	2 365	2 846
		Arts and Humanities	420	63	-	1 853	2 168
		Education	55	40	-	391	388
		Sub-total	**3 297**	**404**	**-**	**14 734**	**16 964**

Academic year	University	Broad Academic Programme Category	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
	EdUHK	Sciences	69	4	6	347	455
		Business and Management	14	1	0	40	46
		Social Sciences	70	45	8	452	370
		Arts and Humanities	232	87	42	1 484	1 799
		Education	197	26	278	1 899	2 056
		Sub-total	**582**	**164**	**334**	**4 222**	**4 726**
	PolyU	Medicine, Dentistry and Health	677	52	-	3 013	2 945
		Sciences	258	158	-	1 374	1 635
		Engineering and Technology	636	601	-	3 660	4 873
		Business and Management	505	471	-	2 991	3 470
		Social Sciences	63	75	-	392	400
		Arts and Humanities	203	277	-	1 393	1 450
		Sub-total	**2 342**	**1 634**	**-**	**12 823**	**14 773**
	HKUST	Sciences	625	56	-	2 311	2 715
		Engineering and Technology	552	60	-	2 553	3 118
		Business and Management	603	31	-	2 534	3 057
		Social Sciences	144	4	-	505	546
		Arts and Humanities	26	-	-	100	117
		Sub-total	**1 951**	**150**	**-**	**8 004**	**9 552**
	HKU	Medicine, Dentistry and Health	638	25	-	3 292	3 330
		Sciences	460	76	-	2 008	2 704
		Engineering and Technology	606	44	-	2 539	3 044
		Business and Management	270	10	-	1 098	1 684
		Social Sciences	599	52	-	2 569	3 269
		Arts and Humanities	390	51	-	1 717	1 918
		Education	68	80	-	509	528
		Sub-total	**3 031**	**338**	**-**	**13 732**	**16 477**
	Total		**15 000**	**4 800**	**374**	**73 154**	**84 285**
2018/19 (Provisional)	CityU	Medicine, Dentistry and Health	36	23	-	160	146
		Sciences	472	125	-	2 052	2 340
		Engineering and Technology	421	198	-	2 146	2 377

Academic year	University	Broad Academic Programme Category	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Business and Management	654	368	-	3 397	4 005
		Social Sciences	315	392	-	2 039	2 280
		Arts and Humanities	198	289	-	1 376	1 615
		Sub-total	**2 095**	**1 395**	**-**	**11 170**	**12 764**
	HKBU	Medicine, Dentistry and Health	45	-	-	240	271
		Sciences	201	104	-	1 015	1 096
		Business and Management	228	142	-	1 193	1 354
		Social Sciences	335	200	-	1 747	1 911
		Arts and Humanities	275	176	-	1 452	1 688
		Education	87	24	40	467	502
		Sub-total	**1 171**	**646**	**40**	**6 114**	**6 823**
	LU	Business and Management	172	46	-	785	844
		Social Sciences	124	29	-	558	573
		Arts and Humanities	235	55	-	1 063	1 118
		Sub-total	**531**	**130**	**-**	**2 406**	**2 535**
	CUHK	Medicine, Dentistry and Health	574	117	-	3 216	3 220
		Sciences	621	81	-	2 649	3 284
		Engineering and Technology	475	21	-	1 948	2 141
		Business and Management	583	15	-	2 368	3 120
		Social Sciences	568	64	-	2 380	2 967
		Arts and Humanities	420	66	-	1 844	2 160
		Education	55	40	-	380	390
		Sub-total	**3 297**	**404**	**-**	**14 784**	**17 281**
	EdUHK	Sciences	69	5	6	353	452
		Business and Management	14	1	0	52	56
		Social Sciences	67	55	8	451	404
		Arts and Humanities	223	83	42	1 427	1 764
		Education	209	41	278	1 936	2 058
		Sub-total	**582**	**184**	**334**	**4 219**	**4 735**
	PolyU	Medicine, Dentistry and Health	677	52	-	3 071	3 031
		Sciences	258	198	-	1 402	1 653
		Engineering and Technology	636	613	-	3 744	4 818

Academic year	University	Broad Academic Programme Category	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Business and Management	505	507	-	3 033	3 463
		Social Sciences	63	77	-	408	375
		Arts and Humanities	203	303	-	1 405	1 424
		Sub-total	**2 342**	**1 750**	**-**	**13 064**	**14 763**
	HKUST	Sciences	625	56	-	2 359	2 906
		Engineering and Technology	552	61	-	2 536	3 189
		Business and Management	603	31	-	2 540	2 996
		Social Sciences	144	4	-	518	595
		Arts and Humanities	26	-	-	102	117
		Sub-total	**1 951**	**151**	**-**	**8 055**	**9 803**
	HKU	Medicine, Dentistry and Health	638	25	-	3 357	3 372
		Sciences	460	76	-	2 006	2 768
		Engineering and Technology	606	45	-	2 527	3 068
		Business and Management	270	10	-	1 096	1 730
		Social Sciences	599	52	-	2 545	3 265
		Arts and Humanities	390	51	-	1 704	1 929
		Education	68	80	-	506	533
		Sub-total	**3 031**	**340**	**-**	**13 742**	**16 665**
	Total		**15 000**	**5 000**	**374**	**73 554**	**85 368**

Notes:

1. Since some UGC-funded programmes are mapped to more than one 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 which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. The figure zero denotes less than 0.5.
2. "-" denotes nil.
3. Abbreviations

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex A3

Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded Taught Postgraduate Master Programmes by University and Broad Academic Programme Category, 2017/18 to 2018/19

(Full-time equivalent)

Academic year	University	Broad Academic Programme Category	Approved intake place	Approved student number target	Student Enrolment
2017/18	CityU	Social Sciences	53	53	53
		Sub-total	**53**	**53**	**53**
	HKBU	Education	70	130	126
		Sub-total	**70**	**130**	**126**
	CUHK	Engineering and Technology	40	80	78
		Social Sciences	55	74	76
		Education	313	430	440
		Sub-total	**408**	**584**	**594**
	EdUHK	Sciences	25	35	74
		Business and Management	-	-	3
		Social Sciences	28	37	48
		Arts and Humanities	57	71	96
		Education	150	216	355
		Sub-total	**259**	**359**	**577**
	PolyU	Social Sciences	15	15	17
		Sub-total	**15**	**15**	**17**
	HKU	Medicine, Dentistry and Health	3	11	9
		Engineering and Technology	111	218	214
		Social Sciences	179	226	248
		Education	174	247	244
		Sub-total	**466**	**702**	**715**
	Total		**1 271**	**1 843**	**2 082**
2018/19 (Provisional)	CityU	Social Sciences	53	53	53
		Sub-total	**53**	**53**	**53**
	HKBU	Education	70	130	133
		Sub-total	**70**	**130**	**133**
	CUHK	Engineering and Technology	40	80	80
		Social Sciences	55	74	70
		Education	313	430	435
		Sub-total	**408**	**584**	**585**

Academic year	University	Broad Academic Programme Category	Approved intake place	Approved student number target	Student Enrolment
	EdUHK	Sciences	25	35	74
		Business and Management	-	-	3
		Social Sciences	28	37	43
		Arts and Humanities	57	71	95
		Education	150	216	348
		Sub-total	**259**	**359**	**562**
	PolyU	Social Sciences	-	15	15
		Sub-total	**-**	**15**	**15**
	HKU	Medicine, Dentistry and Health	11	11	12
		Engineering and Technology	107	218	208
		Social Sciences	178	181	187
		Education	174	247	249
		Sub-total	**469**	**657**	**656**
	Total		**1 259**	**1 798**	**2 003**

Notes:

1. There are only master's programmes but no doctoral programmes for UGC-funded TPg programmes.
2. Since some UGC-funded programmes are mapped to more than one 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 which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. The figure zero denotes less than 0.5.
3. "-" denotes nil.
4. Abbreviations

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong

Annex A4

Approved Student Number Targets and Student Enrolment of UGC-funded Research Postgraduate Programmes by University and Broad Academic Programme Category, 2017/18 to 2018/19

(Full-time equivalent)

Academic year	University	Broad Academic Programme Category	Approved student number target	Student Enrolment	
				MPhil programme	PhD programme
2017/18	CityU	Medicine, Dentistry and Health	**600**	1	42
		Sciences		1	281
		Engineering and Technology		1	402
		Business and Management		-	114
		Social Sciences		-	84
		Arts and Humanities		-	72
		Sub-total		**2**	**995**
	HKBU	Medicine, Dentistry and Health	**239**	3	15
		Sciences		9	103
		Engineering and Technology		0	2
		Business and Management		-	15
		Social Sciences		4	30
		Arts and Humanities		8	36
		Education		1	11
		Sub-total		**25**	**212**
	LU	Business and Management	**63**	8	6
		Social Sciences		11	18
		Arts and Humanities		16	20
		Sub-total		**35**	**44**
	CUHK	Medicine, Dentistry and Health	**1 437**	44	348
		Sciences		117	496
		Engineering and Technology		18	356
		Business and Management		10	59
		Social Sciences		86	206
		Arts and Humanities		80	150
		Education		2	39
		Sub-total		**357**	**1 654**
	EdUHK	Education	**69**	13	63
		Sub-total		**13**	**63**
	PolyU	Medicine, Dentistry and	**609**	6	46

Academic year	University	Broad Academic Programme Category	Approved student number target	Student Enrolment	
				MPhil programme	PhD programme
		Health			
		Sciences		53	151
		Engineering and Technology		17	327
		Business and Management		1	92
		Social Sciences		1	24
		Arts and Humanities		1	44
		Sub-total		**79**	**685**
	HKUST	Sciences		133	428
		Engineering and Technology		195	554
		Business and Management	**1 084**	26	39
		Social Sciences		34	30
		Arts and Humanities		13	8
		Sub-total		**402**	**1 060**
	HKU	Medicine, Dentistry and Health		129	398
		Sciences		82	381
		Engineering and Technology		36	402
		Business and Management	**1 494**	-	52
		Social Sciences		30	175
		Arts and Humanities		51	99
		Education		9	126
		Sub-total		**336**	**1 633**
	Total		**5 595**	**1 249**	**6 346**
2018/19 (Provisional)	CityU	Medicine, Dentistry and Health		1	50
		Sciences		1	351
		Engineering and Technology		1	461
		Business and Management	**611**	-	118
		Social Sciences		-	83
		Arts and Humanities		-	82
		Sub-total		**2**	**1 146**
	HKBU	Medicine, Dentistry and Health		4	10
		Sciences		13	93
		Engineering and Technology	**236**	0	2
		Business and Management		-	14
		Social Sciences		9	35
		Arts and Humanities		12	35

Academic year	University	Broad Academic Programme Category	Approved student number target	Student Enrolment	
				MPhil programme	PhD programme
		Education		1	10
		Sub-total		**39**	**199**
	LU	Business and Management	**63**	10	6
		Social Sciences		10	20
		Arts and Humanities		16	22
		Sub-total		**36**	**48**
	CUHK	Medicine, Dentistry and Health	**1 435**	40	366
		Sciences		100	505
		Engineering and Technology		21	355
		Business and Management		5	55
		Social Sciences		79	206
		Arts and Humanities		98	134
		Education		2	42
		Sub-total		**345**	**1 664**
	EdUHK	Education	**75**	8	86
		Sub-total		**8**	**86**
	PolyU	Medicine, Dentistry and Health	**607**	3	55
		Sciences		56	180
		Engineering and Technology		27	360
		Business and Management		10	76
		Social Sciences		1	33
		Arts and Humanities		0	45
		Sub-total		**97**	**750**
	HKUST	Sciences	**1 082**	128	429
		Engineering and Technology		169	521
		Business and Management		33	47
		Social Sciences		30	27
		Arts and Humanities		6	12
		Sub-total		**367**	**1 035**
	HKU	Medicine, Dentistry and Health	**1 486**	147	440
		Sciences		77	405
		Engineering and Technology		29	418
		Business and Management		-	64
		Social Sciences		27	185
		Arts and Humanities		45	100

Academic year	University	Broad Academic Programme Category	Approved student number target	Student Enrolment	
				MPhil programme	PhD programme
		Education		6	120
		Sub-total		**330**	**1 731**
	Total		**5 595**	**1 224**	**6 660**

Notes:

1. Approved intake places are not applicable to UGC-funded RPg programmes. UGC-funded RPg students refer to students funded by UGC within their normal study periods.
2. There is no breakdown of the approved student number targets by MPhil/PhD programme and broad APC.
3. Since some UGC-funded programmes are mapped to more than one 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 which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. The figure zero denotes less than 0.5.
4. "-" denotes nil.
5. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex B1

Estimated Intake Places of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution, 2017/18 to 2018/19

Institution	2017/18 academic year				2018/19 academic year			
	Estimated intake place				Estimated intake place			
	SD	FYFD	Top-up degree	Total	SD	FYFD	Top-up degree	Total
Caritas Bianchi College of Careers	260	-	-	260	200	-	-	200
Caritas Institute of Community Education	120	-	-	120	138	-	-	138
Caritas Institute of Higher Education	180	360	190	730	140	300	60	500
Centennial College	-	145	105	250	-	50	80	130
Chu Hai College of Higher Education	-	1 040	-	1 040	-	632	198	830
City University of Hong Kong and its School of Continuing and Professional Education/Community College of City University/UOW College Hong Kong	2 900	390	850	4 140	2 700	600	900	4 200
Gratia Christian College	-	100	80	180	60	100	80	240
The Hang Seng University of Hong Kong	-	1 210	295	1 505	-	1 210	350	1 560
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 700	-	-	1 700	1 430	-	-	1 430
Hong Kong Art School	50	65	-	115	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education/College of International Education	1 865	120	1 090	3 075	1 595	300 [2]	961	2 856
Hong Kong College of Technology and HKCT Institute of Higher Education	220	15	25	260	200	15	30	245
Hong Kong Institute of Technology	200	50	100	350	200	50	100	350
Hong Kong Nang Yan College of Higher Education	40	80	50	170	-	120	25	145
Hong Kong Shue Yan University	-	950	-	950	-	980	185	1 165
The Community College at Lingnan University and Lingnan Institute of Further	528	-	-	528	525	-	-	525

Institution	2017/18 academic year				2018/19 academic year			
	Estimated intake place				Estimated intake place			
	SD	**FYFD**	**Top-up degree**	**Total**	**SD**	**FYFD**	**Top-up degree**	**Total**
Education								
SCAD Hong Kong	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 052	-	200	1 252	1 050	-	200	1 250
The Education University of Hong Kong	-	293	229	522	-	221	200	421
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	4 200	-	1 755	5955	4 840	-	1 400	6 240
The Hong Kong University of Science and Technology	-	45	-	45	-	50	-	50
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	1 080	1 710	1 359	4 149	985	1 963	1 126	4 074
HKU School of Professional and Continuing Education/HKU SPACE Community College	2 500	85	337	2 922	3 500	120	145	3 765
Tung Wah College	460	605	230	1 295	380	655	340	1 375
Vocational Training Council	1 700	740	2 460	4 900	1 425	866	2 563	4 854
Yew Chung Community College	120	-	-	120	120	30	-	150
YMCA College of Careers	70	-	-	70	30	-	-	30

Note:

[1] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors with effect from the 2015/16 academic year.

[2] Figures include places of part-time programmes of the institutions concerned.

"-" Denotes relevant programmes were not offered.

Annex B2

Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution, 2017/18 to 2018/19

Institution	2017/18 academic year				2018/19 academic year			
	Estimated intake place				Estimated intake place			
	SD	FYFD	Top-up degree	Total	SD	FYFD	Top-up degree	Total
Caritas Bianchi College of Careers	192	-	-	192	110	-	-	110
Caritas Institute of Community Education	72	-	-	72	65	-	-	65
Caritas Institute of Higher Education	122	288	97	507	162	290	70	522
Centennial College	-	34	28	62	-	21	16	37
Chu Hai College of Higher Education	-	146	72	218	-	115	65	180
City University of Hong Kong and its School of Continuing and Professional Education/Community College of City University/UOW College Hong Kong	2 870	245	547	3 662	2 790	251	528	3 569
Gratia Christian College	6	21	-	27	14	24	1	39
The Hang Seng University of Hong Kong	-	1 073	311	1 384	-	934	505	1 439
HKU SPACE Po Leung Kuk Stanley Ho Community College	835	-	-	835	971	-	-	971
Hong Kong Art School	31	40	-	71	38	@	-	38
Hong Kong Baptist University and its School of Continuing Education/College of International Education	1 601	168	835	2 604	1 897	185	816	2 898
Hong Kong College of Technology and HKCT Institute of Higher Education	194	@	@	194	220	@	@	220
Hong Kong Institute of Technology	120	53	68	241	136	50	60	246
Hong Kong Nang Yan College of Higher Education	-	6	8	14	-	48	-	48
Hong Kong Shue Yan University	-	982	268	1 250	-	965	267	1 232
The Community College at Lingnan University and Lingnan	478	-	-	478	519	-	-	519

Institution	2017/18 academic year				2018/19 academic year			
	Estimated intake place				Estimated intake place			
	SD	**FYFD**	**Top-up degree**	**Total**	**SD**	**FYFD**	**Top-up degree**	**Total**
Institute of Further Education								
SCAD Hong Kong	-	150	-	150	-	141	-	141
School of Continuing and Professional Studies, The Chinese University of Hong Kong	763	-	92	855	934	-	84	1 018
The Education University of Hong Kong	-	197	182	379	-	137	202	339
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	5 764	-	1 417	7 181	4 670	-	1 243	5 913
The Hong Kong University of Science and Technology	-	48	-	48	-	66	-	66
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	813	1 526	1 363	3 702	868	1 587	1 574	4 029
HKU School of Professional and Continuing Education/HKU SPACE Community College	2 264	38	181	2 483	3 498	50	126	3 674
Tung Wah College	232	371	117	720	235	450	149	834
Vocational Training Council	1 836	611	2 317	4 764	1 696	433	2 479	4 608
Yew Chung Community College	69	-	-	69	108	12	20	140
YMCA College of Careers	21	-	-	21	8	-	-	8

Note:

[1] Provisional figures as at late October 2018. The final actual intakes may vary.

[2] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors with effect from the 2015/16 academic year.

"-" Denotes relevant programmes were not offered.

@ The institution did not provide the figures.

Annex B3

Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution, 2017/18 to 2018/19 (Tuition Fee Not Yet Deducted by Any Appropriate Subsidy)

Institution	2017/18 academic year			2018/19 academic year		
	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree
Caritas Bianchi College of Careers	52,800 - 65,315	-	-	54,070 - 66,885	-	-
Caritas Institute of Community Education	52,000 - 54,600	-	-	54,600 - 56,250	-	-
Caritas Institute of Higher Education	63,165	72,565 - 104,720	72,837 - 75,575	56,250 - 64,680	74,305 - 107,240	74,583 - 77,385
Centennial College	-	94,000	99,000	-	94,000	99,000
Chu Hai College of Higher Education	-	71,500	72,333 - 74,000	-	71,500	72,333 - 74,000
City University of Hong Kong and its School of Continuing and Professional Education [1]/Community College of City University/UOW College Hong Kong	47,250 - 83,900	76,800 - 120,000	72,313 - 105,300	50,400 - 84,950	79,800 - 120,000	80,000 - 109,800
Gratia Christian College	61,500	65,500	68,000	63,500	65,500 - 66,500	68,000
The Hang Seng University of Hong Kong	-	82,600	84,333 - 87,800	-	85,500	87,267 - 90,800
HKU SPACE Po Leung Kuk Stanley Ho Community College	55,000	-	-	55,000	-	-
Hong Kong Art School [1]	51,975	91,040	-	53,535	93,220	-
Hong Kong Baptist University and its School of Continuing Education/ College of International Education	47,250 - 57,000	58,720	78,000 - 158,000	47,250 - 57,000	58,720	82,500 - 158,000
Hong Kong College of Technology and HKCT Institute of Higher Education	50,880 - 59,070	67,250	70,500	52,360 - 62,700	69,225 - 84,790	72,550 - 86,180
Hong Kong Institute of Technology[1]	42,000 - 65,000	58,800	58,800	42,000 - 65,000	59,880	59,880
Hong Kong Nang Yan College of Higher Education	41,000	65,000 - 71,000	65,000 - 79,000	-	66,500 - 77,000	66,500 - 80,800
Hong Kong Shue Yan University	-	68,000	68,000	-	69,300	69,300
The Community College at Lingnan University and Lingnan Institute of Further Education	51,500 - 64,800	-	-	53,100 - 66,800	-	-

Institution	2017/18 academic year			2018/19 academic year		
	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree
SCAD Hong Kong [1]	-	286,763	-	-	292,514	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong[1]	50,200 - 76,245	-	90,000 - 127,800	51,770 - 78,660	-	91,200 - 127,800
The Education University of Hong Kong	-	78,000 - 88,500	75,750 - 88,500	-	98,000	98,000 - 107,800
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/ Hong Kong Community College	54,300 - 64,605	-	69,900 - 92,385	55,950 - 66,563	-	72,000 - 95,220
The Hong Kong University of Science and Technology	-	256,613	-	-	260,000	-
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education[1]	56,400 - 86,670	71,360 - 115,920	71,360 - 109,785	59,400 - 90,990	73,070 - 118,700	73,070 - 127,268
HKU School of Professional and Continuing Education/ HKU SPACE Community College[1]	55,000 - 76,000	55,200	54,900 - 110,700	55,000 - 76,000	56,800	54,900 - 110,700
Tung Wah College	54,000 - 88,150	63,495 - 129,030	72,990 - 109,475	55,700 - 90,800	65,025 – 135,482	71,600 - 112,767
Vocational Training Council[1]	54,400 - 55,600	74,250 - 96,690	63,080 - 98,550	55,400 - 56,600	80,355 – 104,445	64,296 - 103,125
Yew Chung Community College	69,000	-	-	71,000	85,000	85,000
YMCA College of Careers	47,500 - 52,000	-	-	53,500	-	-

Notes:

[1] Institutions offering locally-accredited non-local FYFD and/or top-up degree programmes.

「-」 Denotes relevant programmes were not offered.

Annex C1

Number of Programmes Offered, Actual Intakes and Total Tuition Fees of Locally-accredited Self-financing Taught Postgraduate Programmes by Institution, 2017/18 to 2018/19

Institution	2017/18			2018/19 #		
	No of programme	Actual intake	Total tuition fee ($)	No of programme	Actual intake	Total tuition fee ($)
Chu Hai College of Higher Education	4	114	80,000 - 200,000	5	Not Available	80,000 - 200,000
City University of Hong Kong	59	3 484	44,280 - 706,380	61	Not Available	44,280 - 714,210
The Hang Seng University of Hong Kong	1	5	100,800	1	Not Available	100,800
Hong Kong Baptist University	63	2 126	65,000 - 590,000	71	Not Available	65,000 - 590,000
Hong Kong Shue Yan University	6	49	76,800 - 138,600	10	Not Available	76,800 - 180,000
Lingnan University	15	474	52,000 - 152,000	14	Not Available	52,000 - 158,000
SCAD Hong Kong	5	9	284,931 - 575,562	8	Not Available	290,859 - 587,535
The Chinese University of Hong Kong	175	5 499	57,500 - 708,366	179	Not Available	63,000 - 710,000
The Hong Kong Academy for Performing Arts	9	68	190,000 - 228,000	10	Not Available	202,000 - 244,200
The Education University of Hong Kong	26	935	91,200 - 329,760	29	Not Available	98,400 - 382,320
The Hong Kong Polytechnic University	88	3 599	90,000 - 707,400	170	Not Available	90,000 - 707,400
The Hong Kong University of Science and Technology	51	2 064	55,000 - 1,269,000	66	Not Available	55,000 - 1,288,000
The Open University of Hong Kong	24	360	31,500 - 200,105	40	Not Available	31,500 - 231,600
The University of Hong Kong	154	4 954	13,900 - 1,307,592	229	Not Available	14,300 - 1,420,848

Notes:

1. TPg programmes cover postgraduate certificate, postgraduate diploma, master's degree and doctoral programmes. Figures include both full-time and part-time mode of study lasting at least 1 year.
2. "-" denotes relevant programmes were not offered in that academic year.
3. "#" denotes provisional figures.

Annex C2

Number of Programmes Offered, Actual Intakes and Total Tuition Fees of Locally-accredited Self-financing Research Postgraduate Programmes by Institution, 2017/18 to 2018/19

Institution	2017/18			2018/19 (Provisional)		
	No. of programme	Actual intake	Total tuition fee ($)	No. of programme	Actual intake	Total tuition fee ($)
City University of Hong Kong	Not Applicable #	117	Not Available	Not Applicable #	139	Not Available
Hong Kong Baptist University		0			21	
Lingnan University		2			0	
The Chinese University of Hong Kong		80			113	
The Hong Kong Polytechnic University		119			128	
The Hong Kong University of Science and Technology		77			130	
The University of Hong Kong		70			86	
The Open University of Hong Kong	2	2		2	Not Available	
Hong Kong Shue Yan University	-	-	-	24		138,000 - 207,000

Notes:

1. Self-financing RPg programmes only include self-financing MPhil and PhD programmes. The tuition fees above are based on normal study period.
2. Actual intakes of UGC-funded universities include those students pursuing UGC-funded RPg programmes who were wholly financed by external funds.
3. "#": Universities do not offer independent RPg programmes under individual disciplines for enrolment. Postgraduate students normally apply directly to universities for research master's/doctoral degree programmes and are admitted to a department associated with their research. As such, the number of programmes offered is not available.
4. "-" denotes relevant programmes were not offered in that academic year.

Annex D

Tuition Fee Income from Self-financing Programmes Offered by UGC-funded Universities [Note]
2014/15 to 2017/18 academic years

University ($ million)	**City University of Hong Kong**				**Hong Kong Baptist University**				**Lingnan University**				**The Chinese University of Hong Kong**			
Academic year	**14/15**	**15/16**	**16/17**	**17/18**	**14/15**	**15/16**	**16/17**	**17/18**	**14/15**	**15/16**	**16/17**	**17/18**	**14/15**	**15/16**	**16/17**	**17/18**
SD	263	1	2	2	209	197	196	202	94	78	70	66	158	160	157	152
Ug	343	264	224	217	158	201	190	182	6	8	4	3	17	10	7	4
TPg	519	570	569	614	307	281	249	296	40	41	47	68	809	815	811	873
RPg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**1,125**	**835**	**795**	**833**	**674**	**679**	**635**	**680**	**140**	**127**	**121**	**137**	**984**	**985**	**975**	**1,029**

University ($ million)	**The Education University of Hong Kong**				**The Hong Kong Polytechnic University**				**The Hong Kong University of Science and Technology**				**The University of Hong Kong**			
Academic year	**14/15**	**15/16**	**16/17**	**17/18**	**14/15**	**15/16**	**16/17**	**17/18**	**14/15**	**15/16**	**16/17**	**17/18**	**14/15**	**15/16**	**16/17**	**17/18**
SD	18	16	5	0	353	355	386	512	0	0	0	0	454	474	476	456
Ug	89	120	117	107	462	459	399	356	8	13	9	12	260	237	197	153
TPg	83	84	98	111	484	519	551	578	443	501	474	591	726	789	831	951
RPg	0	0	0	0	0	0	0	16	3	0	0	2	0	0	0	0
Total	**190**	**220**	**220**	**218**	**1,299**	**1,333**	**1,336**	**1,462**	**454**	**514**	**483**	**605**	**1,440**	**1,500**	**1,504**	**1,560**

Source: Information provided by UGC-funded universities.
Figures may not add up due to rounding.
"0" denotes an income less than $500,000 or such programmes were not offered by the university concerned.
Figures include tuition fee income from both full-time and part-time programmes.

Note: The financial information set out in this annex covers both the self-financing programmes offered by the university proper and those provided by other self-financing operations.

Annex E

Number of Academic and Non-academic Staff Engaged in Self-financing Programmes Offered by UGC-funded Universities and Related Payroll Costs [Note 1]
2014/15 to 2017/18 academic years

(i) Number of staff [Note 2]

University	City University of Hong Kong		Hong Kong Baptist University [Note 4]		Lingnan University		The Chinese University of Hong Kong [Note 5]		The Education University of Hong Kong		The Hong Kong Polytechnic University [Note 6]		The Hong Kong University of Science and Technology		The University of Hong Kong [Note 7]	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
2014/15 academic year																
Academic staff	417	214	489	306	129	12	210	467	6	53	478	1 402	6	1	Not available	
Non-academic staff	54	-	246	3	115	16	392	7	19	14	150	756	86	1		
Total	**471**	**214**	**735**	**309**	**244**	**28**	**602**	**474**	**25**	**67**	**628**	**2 158**	**92**	**2**		
2015/16 academic year																
Academic staff	257	163	471	355	72	14	203	439	7	63	483	1 475	6	2	Not available	
Non-academic staff	Not available [Note 3]		220	4	78	6	381	5	20	16	146	577	81	1		
Total	**257**	**163**	**691**	**359**	**150**	**20**	**584**	**444**	**27**	**79**	**629**	**2 052**	**87**	**3**		
2016/17 academic year																
Academic staff	256	128	463	343	43	17	232	389	4	62	472	1 302	10	4	Not available	
Non-academic staff	Not available [Note 3]		248	3	83	5	395	3	23	13	146	613	91	-		
Total	**256**	**128**	**711**	**346**	**126**	**22**	**627**	**392**	**27**	**75**	**618**	**1 915**	**101**	**4**		
2017/18 academic year																
Academic staff	241	128	418	411	40	16	240	358	1	56	468	1 237	5	3	Not available	
Non-academic staff	Not available [Note 3]		234	24	79	4	392	3	23	13	151	714	91	-		
Total	**241**	**128**	**652**	**435**	**119**	**20**	**632**	**361**	**24**	**69**	**619**	**1 951**	**96**	**3**		

Source: Information provided by UGC-funded universities.

Notes:

(1) The financial information set out in this annex covers both the self-financing programmes offered by the university proper and those provided by other self-financing operations.

(2) Staff number is reported in full-time equivalent unless otherwise stated.

(3) According to the City University of Hong Kong, the number of staff of its Community College was reported up to the 2014/15 academic year as the College was transferred out from the university on 1 July 2015.
(4) Hong Kong Baptist University reported the number of part-time staff on a headcount basis for the 2014/15 to 2016/17 academic years. The number of full-time and part-time staff on headcount basis was reported in the 2017/18 academic year.
(5) The Chinese University of Hong Kong reported the number of full-time staff and part-time staff on a headcount basis.
(6) The Hong Kong Polytechnic University reported the number of full-time staff in full-time equivalent and part-time staff on a headcount basis.
(7) According to the University of Hong Kong, information on staff number, both academic and non-academic, is not readily available.
(8) "FT" stands for full-time and "PT" stands for part-time.

(ii) Staff costs ($ million)

University	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
2014/15 academic year																
Academic staff	335		215		62		223		59		494		58			
Non-academic staff	44		60		32		128		12		125		53		**704**	
Total	**379**		**275**		**94**		**351**		**71**		**619**		**111**			
2015/16 academic year																
Academic staff	242		236		42		234		73		540		65			
Non-academic staff	25		56		24		133		14		120		50		**692**	
Total	**267**		**292**		**66**		**367**		**87**		**660**		**115**			
2016/17 academic year																
Academic staff	247		229		34		236		73		540		73			
Non-academic staff	26		65		28		152		14		126		54		**733**	
Total	**273**		**294**		**62**		**388**		**87**		**666**		**127**			
2017/18 academic year																
Academic staff	255		243		37		233		64		537		79			
Non-academic staff	28		70		31		156		16		133		55		**735**	
Total	**283**		**313**		**68**		**389**		**80**		**670**		**134**			

Source: Information provided by UGC-funded universities.
Figures may not add up due to rounding.
"FT" stands for full-time and "PT" stands for part-time.

Annex F

Surplus / Deficit from Self-financing Programmes Offered by UGC-funded Universities [Note]
2014/15 to 2017/18 academic years

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Surplus / (Deficit) ($ million)								
2014/15	193	45	(34)	207	41	89	89	225
2015/16	169	38	0	125	40	(28)	123	219
2016/17	161	56	3	142	42	(34)	90	270
2017/18	172	64	14	194	42	84	160	205

Source: Information provided by UGC-funded universities.

Note: The financial information set out in this annex covers both the self-financing programmes offered by the university proper and those provided by other self-financing operations.

Annex G

Surplus / Deficit and Total Liabilities of UGC-funded Universities [Note 1]
2014/15 to 2017/18 academic years

	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Surplus / (Deficit) for the year ($ million)								
2014/15	415	198	12	1,258	134	464	(11)	1,214
2015/16	141	60	37	663	70	30	311	(50)
2016/17	976	265	79	1,424	130	399	576	1,566
2017/18	454	201	(3)	1,620	65	248	560	1,425
Total Liabilities [Note 2] ($ million)								
2014/15	2,622	1,407	372	2,740	498	4,135	1,371	3,635
2015/16	1,921	1,664	365	2,835	606	4,369	1,435	3,899
2016/17	2,241	1,518	339	2,823	600	4,113	1,495	4,295
2017/18	2,286	1,519	372	2,808	648	3,863	1,536	4,047

Source: Financial reports of UGC-funded universities.

Notes:
Note 1：The financial information sets out in this annex only covers those activities at university level (i.e. excluding subsidiaries).
Note 2：Included accounts payables and accruals, loans and borrowings, deferred income, etc.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2961)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide, by university, year of study and programme, the expenditure required for and revenue generated by the self-financing post-secondary programmes of the University Grants Committee (UGC)-funded universities for the past 5 years (2014/15 to 2018/19).

2. Please provide, by university, the overall surplus, donations received, total amount of funds and liabilities of the UGC-funded universities for the past 5 years (2014/15 to 2018/19).

3. Please provide, by university, the overall surplus, donations received, total amount of funds and liabilities of the self-financing departments of the UGC-funded universities for the past 5 years (2014/15 to 2018/19).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 10)

Reply:

1. We do not have the information on the expenditure required for and revenue generated by the self-financing post-secondary programmes (by university, year of study and programme) by University Grants Committee (UGC)-funded universities for the 2014/15 to 2018/19 academic years.

2. Based on the annual financial reports of the eight UGC-funded universities, the surpluses / deficits, donations received, total funds and liabilities of each university for the 2014/15 to 2017/18 academic years are at **Annex A**. Information for the 2018/19 academic year is not yet available. The annual financial report of each university is also available on its website.

3. Based on the information provided by universities, the surpluses / deficits of self-financing programmes for the 2014/15 to 2017/18 academic years are at **Annex B**.

Information for the 2018/19 academic year is not yet available. We do not have the information on donations received, total funds and liabilities of the self-financing departments of UGC-funded universities for the 2014/15 to 2018/19 academic years.

Annex A

Surplus / Deficit, donations received, total funds and liabilities of UGC-funded universities [Note 1]
(2014/15 - 2017/18 academic years)

	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) for the year ($ million)								
2014/15	415	198	12	1,258	134	464	(11)	1,214
2015/16	141	60	37	663	70	30	311	(50)
2016/17	976	265	79	1,424	130	399	576	1,566
2017/18	454	201	(3)	1,620	65	248	560	1,425
Donations received for the year ($ million)								
2014/15	166	107	26	480	27	267	86	680
2015/16	162	89	39	409	42	295	316	594
2016/17	187	109	43	696	72	238	66	443
2017/18	148	81	34	731	67	319	60	640
Total funds [Note 2] ($ million)								
2014/15	7,309	5,673	2,240	19,901	2,907	8,995	10,094	24,568
2015/16	7,413	5,740	2,253	20,466	2,864	9,092	10,513	24,455
2016/17	8,302	6,045	2,352	21,869	2,990	9,455	11,547	25,979
2017/18	8,737	6,230	2,365	23,680	3,025	9,592	12,173	27,340
Total liabilities [Note 3] ($ million)								
2014/15	2,622	1,407	372	2,740	498	4,135	1,371	3,635
2015/16	1,921	1,664	365	2,835	606	4,369	1,435	3,899
2016/17	2,241	1,518	339	2,823	600	4,113	1,495	4,295
2017/18	2,286	1,519	372	2,808	648	3,863	1,536	4,047

Source: Financial Reports of UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Notes:

Note 1: The financial information set out in this annex only covers those activities at university level (i.e. excluding subsidiaries).
Note 2: Include UGC-funded reserves and non-UGC-funded reserves (mainly self-financed reserves, donations and benefactions, etc.).
Note 3: Include accounts payable and accruals, loans and borrowings, deferred income, etc.

Annex B

Surplus / Deficit from self-financing programmes offered by UGC-funded universities [Note]
(2014/15 - 2017/18 academic years)

Universities	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) ($ million)								
2014/15	193	45	(34)	207	41	89	89	225
2015/16	169	38	0	125	40	(28)	123	219
2016/17	161	56	3	142	42	(34)	90	270
2017/18	172	64	14	194	42	84	160	205

Source: Information provided by UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Note:
The financial information set out in this annex covers both the self-financing programmes offered within the university proper and those provided by other self-financing operations.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2962)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In respect of the senior year undergraduate programmes offered by the University Grants Committee (UGC)-funded universities, please provide the following information by university:

1. the number of publicly-funded senior year undergraduate places and their distribution by discipline; and the number of self-financing senior year undergraduate places, their distribution by discipline and the tuition fees in the past 5 years (2014/15 to 2018/19 academic years);

2. the number of publicly-funded senior year undergraduate places offered by each university in the past 5 years (2014/15 to 2018/19 academic years); and for students admitted to top-up degree programmes, please list, by institution, the previous institutions from which these students completed their sub-degree programmes; and

3. given that the number of publicly-funded senior year undergraduate places has been progressively increased to 5 000 by the 2018/19 academic year, please list the number of places increased between 2015/16 and 2018/19 academic years and their distribution by university and discipline.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 20)

Reply:

(1) The approved senior year undergraduate intake places allocated to the UGC-funded universities by programme from the 2017/18 to 2018/19 academic years are at **Annex A**. The estimated student intakes and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes offered by the UGC-funded universities for the corresponding period are at **Annex B**.

Relevant information for the 2014/15 to 2016/17 academic years was set out in our reply (Reply Serial No. EDB253) to a question (Question Serial No. 3271) raised at the special meetings of the Finance Committee (FC) to examine the Estimates of Expenditure 2018-19 in 2018 and therefore will not be repeated herein.

(2) The approved senior year undergraduate intake places allocated to the UGC-funded universities from the 2017/18 to 2018/19 academic years are at **Annex A**. The actual intakes of the UGC-funded senior year undergraduate programmes by the type of university in which students obtained their highest qualification before admission to senior year undergraduate programmes for the corresponding period are at **Annex C**.

Relevant information for the 2014/15 to 2016/17 academic years was set out in our reply (Reply Serial No. EDB253) to a question (Question Serial No. 3271) raised at the special meetings of the FC to examine the Estimates of Expenditure 2018-19 in 2018 and therefore will not be repeated herein.

(3) The Government announced in 2014 that from the 2015/16 academic year and the following triennium, the senior year undergraduate intake places in UGC-funded universities would progressively increase by 1 000 places in total, so that by the 2018/19 academic year 5 000 meritorious sub-degree graduates might articulate to subsidised degree programmes per annum.

Please refer to **Annex A** regarding the approved senior year undergraduate intake places allocated to the UGC-funded universities by programme from the 2017/18 to 2018/19 academic years. Relevant information for the 2015/16 and 2016/17 academic years was set out in our reply (Reply Serial No. EDB253) to a question (Question Serial No. 3271) raised at the special meetings of the FC to examine the Estimates of Expenditure 2018-19 in 2018 and therefore will not be repeated herein.

Annex A

2017/18 to 2018/19 Academic Years
Approved UGC-funded Senior Year Undergraduate Intake Places
(in full-time equivalent term)

University	Programme	2017/18	2018/19
CityU	Bachelor of Arts	338	338
	Bachelor of Business Administration	367	367
	Bachelor of Engineering	147	147
	Bachelor of Science	205	205
	Bachelor of Social Science	338	338
	Sub-total	**1 395**	**1 395**
HKBU	Bachelor of Arts	170	189
	Bachelor of Business Administration	146	161
	Bachelor of Science	94	104
	Bachelor of Social Science	175	192
	Sub-total	**585**	**646**
LU	Bachelor of Arts	55	55
	Bachelor of Business Administration	46	46
	Bachelor of Social Science	29	29
	Sub-total	**130**	**130**
CUHK	Bachelor of Arts	84	87
	Bachelor of Business Administration	14	15
	Bachelor of Engineering	18	18
	Bachelor of Nursing#	60	60
	Bachelor of Science	154	157
	Bachelor of Social Science	74	67
	Sub-total	**404**	**404**
EdUHK	Bachelor of Arts	92	96
	Bachelor of Social Science	72	88
	Sub-total	**164**	**184**
PolyU	Bachelor of Arts	551	577
	Bachelor of Business	249	270

University	Programme	2017/18	2018/19
	Administration		
PolyU	Bachelor of Engineering	296	297
	Bachelor of Nursing#	40	40
	Bachelor of Science	469	521
	Broad Discipline of Computing^	29	45
	Sub-total	**1 634**	**1 750**
HKUST	Bachelor of Business Administration	30	30
	Bachelor of Engineering	85	86
	Bachelor of Science	35	35
	Sub-total	**150**	**151**
HKU	Bachelor of Arts	54	54
	Bachelor of Business Administration	20	20
	Bachelor of Engineering	32	34
	Bachelor of Nursing#	25	25
	Bachelor of Science	165	165
	Bachelor of Social Science	42	42
	Sub-total	**338**	**340**
Total		**4 800**	**5 000**

Notes:

1. "-" denotes nil.
2. # The Government has given in-principle agreement to provide funding for the senior year (third year) nursing programmes from the 2014/15 academic year onwards.
3. ^ The Broad Discipline of Computing comprises three awards. It aims to give students the flexibility to decide on the final award in their first year of study. Students admitted to the Broad Discipline will complete a common Year 1 curriculum. They will select any one of the three Honours degree awards (i.e. BSc(Hons) in Computing, BSc(Hons) in Enterprise Information Systems, BSc(Hons) in Information Technology) and start to study the corresponding course as early as semester one of Year 2 or as late as semester two of Year 2.

Abbreviations

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex B

Full-time Locally-accredited Self-financing Top-up Degree Programmes Offered by UGC-funded Universities from the 2017/18 to 2018/19 Academic Years

Academic Year	University	Programme／Discipline	Places at Intake Level	Average Annual Tuition Fee ($)
2017/18	CityU	Bachelor of Arts	975	72,313 – 105,300
		Bachelor of Business Administration	50	84,600
		Bachelor of Communication	50	84,600
		Bachelor of Science	220	84,600 – 101,340
	CUHK	Bachelor of Arts	30	90,000
		Bachelor of Business Administration	170	127,800
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business Administration	80	108,000
		Bachelor of Commerce	310	82,500 – 85,000
		Bachelor of Communication	30	108,000
		Bachelor of Science	30	158,000
		Bachelor of Social Science	475	78,000 – 82,500
	EdUHK	Bachelor of Arts	40	80,400 – 88,500
		Bachelor of Education	71	80,325 – 86,700
		Bachelor of Science	30	78,750 – 82,500
		Bachelor of Social Science	27	75,750
	HKU	Bachelor of Arts	217	54,900 – 110,700
		Bachelor of Science	139	62,800 – 110,700
	PolyU	Bachelor of Arts	1 145	69,900
		Bachelor of Business Administration	90	87,375
		Bachelor of Science	446	69,900 – 92,385
		Bachelor of Social Science	195	69,900
2018/19	CityU	Bachelor of Arts	560	80,000 - 109,800
		Bachelor of Business Administration	50	84,600
		Bachelor of Communication	50	84,600
		Bachelor of Science	130	84,600 - 109,800
		Bachelor of Social Science	50	84,600
	CUHK	Bachelor of Arts	30	91,200
		Bachelor of Business	170	127,800

Academic Year	University	Programme／Discipline	Places at Intake Level	Average Annual Tuition Fee ($)
		Administration		
2018/19	HKBU	Bachelor of Arts	172	82,500
		Bachelor of Business Administration	75	108,000 - 109,980
		Bachelor of Commerce	219	82,500 - 85,000
		Bachelor of Science	25	158,000
		Bachelor of Social Science	450	82,500
	EdUHK	Bachelor of Arts	42	98,000 - 107,800
		Bachelor of Education	62	98,000 - 102,900
		Bachelor of Science	45	107,800
		Bachelor of Social Science	30	98,000
	HKU	Bachelor of Arts	109	54,900 - 110,700
		Bachelor of Science	72	62,800 - 110,700
	PolyU	Bachelor of Arts	890	72,000
		Bachelor of Business Administration	80	90,000
		Bachelor of Engineering	40	92,540
		Bachelor of Science	230	72,000 - 95,220
		Bachelor of Social Science	160	72,000

Notes:

1. The above table includes top-up degree programmes and senior year places of degree programmes for sub-degree graduates.
2. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong

Annex C

Intakes of UGC-funded Senior Year Undergraduate Programmes (by Type of Institution in which Students Obtained their Highest Qualification before Admission to Senior Year Undergraduate Programmes) from the 2017/18 to 2018/19 Academic Years

(Headcount)

University	Academic Year	Own University and Respective Community College(s)	Other UGC-funded Universities and their Community Colleges	Other Local Institutions	Others (including Overseas Colleges/ Universities/ Institutions)	Total
CityU	2017/18	548 (42.2%)	626 (48.2%)	123 (9.5%)	2 (0.2%)	1 299 (100.0%)
	2018/19*	562 (44.0%)	614 (48.0%)	101 (7.9%)	1 (0.1%)	1 278 (100.0%)
HKBU	2017/18	182 (33.5%)	266 (49.0%)	94 (17.3%)	1 (0.2%)	543 (100.0%)
	2018/19*	193 (33.8%)	271 (47.5%)	106 (18.6%)	1 (0.2%)	571 (100.0%)
LU	2017/18	34 (26.2%)	64 (49.2%)	32 (24.6%)	-	130 (100.0%)
	2018/19*	19 (14.4%)	93 (70.5%)	20 (15.2%)	-	132 (100.0%)
CUHK	2017/18	39 (9.7%)	286 (70.8%)	79 (19.6%)	-	404 (100.0%)
	2018/19*	32 (7.9%)	303 (75.2%)	68 (16.9%)	-	403 (100.0%)
EdUHK	2017/18	3 (2.0%)	138 (90.8%)	11 (7.2%)	-	152 (100.0%)
	2018/19*	7 (3.8%)	166 (90.2%)	11 (6.0%)	-	184 (100.0%)
PolyU	2017/18	937 (58.8%)	423 (26.5%)	233 (14.6%)	1 (0.1%)	1 594 (100.0%)
	2018/19*	986 (60.6%)	392 (24.1%)	246 (15.1%)	2 (0.1%)	1 626 (100.0%)
HKUST	2017/18	-	143 (92.9%)	11 (7.1%)	-	154 (100.0%)
	2018/19*	-	143 (93.5%)	10 (6.5%)	-	153 (100.0%)
HKU	2017/18	152 (46.6%)	106 (32.5%)	68 (20.9%)	-	326 (100.0%)
	2018/19*	145 (43.7%)	121 (36.4%)	66 (19.9%)	-	332 (100.0%)
All universities	2017/18	1 895 (41.2%)	2 052 (44.6%)	651 (14.1%)	4 (0.1%)	4 602 (100.0%)
	2018/19*	1 944 (41.5%)	2 103 (44.9%)	628 (13.4%)	4 (0.1%)	4 679 (100.0%)

Notes:

1. The figures refer to students admitted to approved UGC-funded senior year undergraduate places and with sub-degree qualification as the highest qualification achieved.
2. Figures in brackets denote percentage share of respective total number of intakes.
3. Figures may not add up to the corresponding totals owing to rounding.
4. "-" denotes nil.
5. "*" provisional figures.
6. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 2963)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the funding expenditure of the University Grants Committee (UGC) on research, please provide the following information for the past 5 years (2014-15 to 2018-19):

1. the amount of Government provisions for funded institutions to carry out research with a breakdown by institution and department; and the amount of research funding secured by the institutions through the competitive allocation mechanism implemented by the UGC/Research Grants Council;

2. the number of research projects which could not be fully completed eventually, the funds involved and the reasons for this;

3. the staff establishment, minimum salary point, mode of employment and wastage of teaching assistants, 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 a breakdown by institution and department; and the amount received by each institution.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 22)

Reply:

(1) According to the information provided by the University Grants Committee (UGC)-funded universities, the amount of funding received from the Government utilised for research purposes in the past four academic years (2014/15 to 2017/18) is listed at **Annex A**. Information in respect of the 2018/19 academic year is not yet available and we do not keep the information on the funding amounts secured by

different academic departments of the universities.

The amount of funding secured by universities through the UGC/Research Grants Council (RGC) competitive research funding schemes in the past five academic years (2014/15 to 2018/19), with breakdown by university and broad subject category, is listed at **Annex B**.

(2) The total number of research projects in UGC-funded universities monitored by the UGC and RGC, as well as the number of research projects terminated and reasons for termination in the past five academic years (2014/15 to 2018/19) are tabulated at **Annex C**.

(3) The staff establishment, minimum salary point, mode of employment and turnover rate of research assistants and senior research assistants of UGC-funded universities, with breakdown by university in the past five academic years (2014/15 to 2018/19), are set out at **Annex D**. We do not have information relating to teaching assistants of UGC-funded universities.

(4) The annual interest income, research grants, administrative expenses and balance of the Research Endowment Fund for 2014/15 to 2017/18 academic years are tabulated at **Annex E**. Information for the 2018/19 academic year is not yet available.

(5) The competitive research funding schemes for the local self-financing degree sector were launched in December 2013. The amount of funding secured through the competitive research funding schemes for the local self-financing degree sector from the 2014/15 to 2018/19 academic years, with breakdown by local self-financing degree-awarding institution and broad subject category, is listed at **Annex F**.

Annex A

Funding Received by UGC-funded Universities from the Government Utilised for Research Purposes (2014/15 to 2017/18)

2014/15

University	From UGC / RGC ($ million)	From Other Government Sources ($ million)	Total ($ million)
City University of Hong Kong	807.5	54.4	861.9
Hong Kong Baptist University	403.1	19.6	422.7
Lingnan University	118.0	5.1	123.1
The Chinese University of Hong Kong	1,313.3	234.4	1,547.7
The Education University of Hong Kong	202.3	7.6	209.9
The Hong Kong Polytechnic University	787.5	129.0	916.6
The Hong Kong University of Science and Technology	872.1	68.5	940.6
The University of Hong Kong	1,957.7	205.8	2,163.6
Total	**6,461.6**	**724.5**	**7,186.2**

2015/16

University	From UGC / RGC ($ million)	From Other Government Sources ($ million)	Total ($ million)
City University of Hong Kong	910.7	67.6	978.3
Hong Kong Baptist University	428.3	27.3	455.6
Lingnan University	118.0	2.8	120.7
The Chinese University of Hong Kong	1,471.8	257.7	1,729.6
The Education University of Hong Kong	228.1	8.1	236.2
The Hong Kong Polytechnic University	977.8	158.3	1,136.1
The Hong Kong University of Science and Technology	890.3	86.9	977.2
The University of Hong Kong	2,067.1	242.2	2,309.3
Total	**7,092.0**	**851.0**	**7,943.0**

2016/17

University	From UGC / RGC ($ million)	From Other Government Sources ($ million)	Total ($ million)
City University of Hong Kong	926.6	82.0	1,008.6
Hong Kong Baptist University	441.2	32.6	473.8
Lingnan University	123.0	4.9	127.9
The Chinese University of Hong Kong	1,477.3	259.9	1,737.3
The Education University of Hong Kong	250.3	10.5	260.8
The Hong Kong Polytechnic University	1,147.5	164.2	1,311.7
The Hong Kong University of Science and Technology	1,091.4	112.5	1,204.0
The University of Hong Kong	2,087.9	273.8	2,361.7
Total	**7,545.3**	**940.5**	**8,485.8**

2017/18

University	From UGC / RGC ($ million)	From Other Government Sources ($ million)	Total ($ million)
City University of Hong Kong	995.4	76.9	1,072.3
Hong Kong Baptist University	488.7	27.6	516.3
Lingnan University	141.1	5.2	146.3
The Chinese University of Hong Kong	1,534.6	252.1	1,786.6
The Education University of Hong Kong	269.9	10.3	280.2
The Hong Kong Polytechnic University	1,223.6	135.8	1,359.4
The Hong Kong University of Science and Technology	1,097.2	126.2	1,223.4
The University of Hong Kong	2,144.0	272.9	2,416.9
Total	**7,894.5**	**906.9**	**8,801.4**

Notes:
1. Figures are provided by UGC-funded universities.
2. Figures may not add up due to rounding.

Annex B

Funding Secured by UGC-funded Universities through UGC / RGC Competitive Research Funding Schemes (2014/15 to 2018/19)

Breakdown by University (Note 1)

University	2014/15 ($ million)	2015/16 ($ million)	2016/17 ($ million)	2017/18 ($ million)	2018/19 ($ million) (Note 2)
City University of Hong Kong	121.1	172.2	139.9	108.8	120.8
Hong Kong Baptist University	49.3	49.5	45.3	43.1	56.1
Lingnan University	3.5	7.6	4.6	7.4	5.2
The Chinese University of Hong Kong	217.3	212.6	301.3	232.0	319.2
The Education University of Hong Kong	19.2	27.3	13.7	18.6	21.5
The Hong Kong Polytechnic University	123.6	118.4	113.4	141.5	235.1
The Hong Kong University of Science and Technology	154.8	196.8	265.5	197.4	297.3
The University of Hong Kong	414.2	255.0	421.6	269.4	364.4
Total (Note 3)	**1,103.0**	**1,039.4**	**1,305.2**	**1,018.2**	**1,419.6**

Breakdown by Broad Subject Category (Note 1)

Broad Subject Category	2014/15 ($ million)	2015/16 ($ million)	2016/17 ($ million)	2017/18 ($ million)	2018/19 ($ million) (Note 2)
Biology and Medicine	408.2	327.1	518.5	312.6	443.4
Business Studies	76.8	93.2	60.4	62.4	77.3
Engineering	299.9	313.9	313.1	337.2	448.5
Humanities and Social Sciences	134.4	144.5	159.7	142.2	184.3
Physical Sciences	183.7	160.7	253.4	163.8	266.2
Total (Note 3)	**1,103.0**	**1,039.4**	**1,305.2**	**1,018.2**	**1,419.6**

Note 1 The competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

Note 2 Position up to 28 February 2019.

Note 3 Figures may not add up due to rounding.

Annex C

Total Number of Research Projects in UGC-funded Universities Monitored by the UGC / RGC and Number of Terminated Projects (2014/15 to 2018/19)

Academic Year	No. of projects monitored by UGC / RGC	No. of terminated projects (% to total)	Funds involved ($ million)	Funds returned to UGC / RGC ($ million)
2014/15	6 074	19 (0.31%)	9.3	0.7
2015/16	6 321	28 (0.44%)	15.5	4.1
2016/17	6 571	30 (0.46%)	11.5	4.4
2017/18	6 867	36 (0.52%)	17.9	5.1
2018/19 (Note)	6 350	12 (0.19%)	5.7	0.6

Note Position up to 28 February 2019.

Reasons for Project Termination (2014/15 to 2018/19)

Reason	Number
Departure of the Principal Investigators from UGC-funded universities	101
Principal Investigators retired	9
Principal Investigators passed away	4
Withdrawal from research projects by Principal Investigators	3
Not meeting eligibility requirements due to Principal Investigator's prolonged leave or change of staff grade	4
Failure to submit reports by Principal Investigators	3
Principal Investigator involved in a substantiated misconduct case and disqualified	1

Annex D

Staff Establishment, Minimum Salary Point, Mode of Employment and Turnover Rate of Research Assistants and Senior Research Assistants in UGC-funded Universities (2014/15 to 2018/19)

2014/15

University	Research Assistant					Senior Research Assistant				
			Mode of Employment					Mode of Employment		
	Turnover rate (Note 1)	Minimum monthly pay ($)	Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of staff on short-term contract (Note 2)	Turnover rate (Note 1)	Minimum monthly pay ($)	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 (Note 2)
CityU	17.0%	10,030	231	16	359	22.3%	18,290	68	18	71
HKBU	12.5%	10,100	44	6	245	8.5%	24,700	28	0	102
LU	25%	12,000	2	0	3	22.0%	28,605	4	0	0
CUHK	9.7%	16,840	164	26	102	N/A	N/A	0	0	0
EdUHK	14.3%	15,300	61	16	202	8.1%	20,900	21	3	50
PolyU	18.3%	11,000	25	18	350	8.6%	14,000	14	8	165
HKUST	14.0%	10,845	15	0	270	N/A	N/A	0	0	0
HKU	7.7%	14,690	93	5	842	5.0%	28,855	47	3	89

2015/16

University	Research Assistant					Senior Research Assistant				
			Mode of Employment					Mode of Employment		
	Turnover rate (Note 1)	Minimum monthly pay ($)	Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of staff on short-term contract (Note 2)	Turnover rate (Note 1)	Minimum monthly pay ($)	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 (Note 2)
CityU	21.5%	10,030	220	26	346	10.1%	18,290	73	19	116
HKBU	11.7%	10,100	40	2	241	9.0%	24,700	35	1	97
LU	0%	14,460	2	0	2	0%	30,655	4	0	0
CUHK	6.7%	17,635	174	29	144	N/A	N/A	0	0	0
EdUHK	14.8%	16,100	72	6	226	13.9%	21,900	31	1	47
PolyU	17.3%	11,000	32	14	406	10.0%	15,400	26	17	187
HKUST	17.2%	11,360	20	0	259	N/A	N/A	0	0	0
HKU	7.8%	15,370	101	4	854	4.3%	23,470	53	3	82

2016/17

University	Research Assistant					Senior Research Assistant				
	Turnover rate (Note 1)	Minimum monthly pay ($)	Mode of Employment			Turnover rate (Note 1)	Minimum monthly pay ($)	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 (Note 2)			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 (Note 2)
CityU	21.0%	10,340	197	41	333	15.2%	18,840	76	24	97
HKBU	12.1%	10,110	60	5	281	7.6%	24,700	49	1	107
LU	50.0%	13,000	2	0	2	25%	26,700	4	0	0
CUHK	7.6%	18,450	178	48	199	N/A	N/A	0	0	0
EdUHK	9.5%	16,900	59	24	245	10.4%	23,000	17	5	55
PolyU	4.6%	13,050	39	17	461	5.0%	17,870	33	13	174
HKUST	16.1%	11,885	18	0	255	N/A	N/A	0	0	0
HKU	7.8%	16,090	126	4	864	3.8%	24,575	46	4	107

2017/18

University	Research Assistant					Senior Research Assistant				
	Turnover rate (Note 1)	Minimum monthly pay ($)	Mode of Employment			Turnover rate (Note 1)	Minimum monthly pay ($)	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 (Note 2)			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 (Note 2)
CityU	17.0%	10,790	204	65	359	11.9%	18,840	78	34	123
HKBU	12%	10,110	46	12	291	7.6%	24,700	42	2	141
LU	0%	15,500	2	0	1	0%	27,485	4	0	0
CUHK	6.8%	19,320	183	36	120	N/A	N/A	0	0	0
EdUHK	13.8%	17,400	67	26	240	9.7%	23,700	24	5	43
PolyU	7.8%	13,050	41	21	531	7.6%	20,560	34	19	210
HKUST	16.3%	12,000	21	0	318	N/A	N/A	0	0	0
HKU	8.5%	16,575	108	5	878	5.9%	25,310	44	3	139

2018/19 (Provisional figures)

University	Research Assistant					Senior Research Assistant				
			Mode of Employment					Mode of Employment		
	Turnover rate (Note 1)	Minimum monthly pay ($)	Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of staff on short-term contract (Note 2)	Turnover rate (Note 1)	Minimum monthly pay ($)	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 (Note 2)
CityU	9.9%	10,790	159	51	459	14.1%	19,650	53	26	141
HKBU	7.0%	10,110	25	9	253	3.4%	24,700	40	1	133
LU	0%	19,030	2	0	1	25.0%	27,000	4	0	0
CUHK	4.9%	19,885	132	21	153	N/A	N/A	0	0	0
EdUHK	5.8%	18,200	56	21	252	6.1%	24,800	25	3	38
PolyU	7.6%	13,050	40	21	465	7.8%	20,560	20	14	185
HKUST	8.7%	12,800	19	0	278	N/A	N/A	0	0	0
HKU	8.4%	17,330	111	8	941	7.1%	26,460	55	0	143

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Note 1 In calculating the turnover rate, universities have excluded staff leaving upon completion of contract.

Note 2 Short-term contracts refer to contracts which are of one year or less.

Note 3 CUHK and HKUST have not employed any Senior Research Assistant in the past five academic years. Hence, the turnover rate and minimum monthly pay in respect of Senior Research Assistant are not applicable to these two universities.

Annex E

Annual Interest Income, Research Grants, Administrative Expenses and Balance of the Research Endowment Fund (2014/15 to 2017/18)

	For the year ended			
	31 August 2015 ($ million)	**31 August 2016 ($ million)**	**31 August 2017 ($ million)**	**31 August 2018 ($ million)**
Interest income	1,248	1,038	772	1,063
Research grants	1,018	588	1,011	1,425
Administrative expenses	0	0	0	0
Fund balance	26,360	26,811	26,572	29,210

Note 1 The accounting period for the Research Endowment Fund runs from 1 September to 31 August of the following year.

Note 2 Information for 2018/19 is not yet available.

Note 3 The Government injected $3 billion into the REF in June 2018.

Annex F

Funding Secured by Local Self-financing Degree-awarding Institutions through the UGC / RGC Competitive Research Funding Schemes (2014/15 to 2018/19)

Breakdown by Institution (Note 1)

Institution	2014/15 ($ million)	2015/16 ($ million)	2016/17 ($ million)	2017/18 ($ million)	2018/19 ($ million)
Caritas Institute of Higher Education	11.1	13.7	5.0	0.9	2.9
Centennial College	15.8	6.8	0.8	0.7	0.7
Chu Hai College of Higher Education	18.6	0.5	8.8	1.3	2.7
The Hang Seng University of Hong Kong	12.3	20.0	19.8	21.9	8.5
Hong Kong Shue Yan University	16.9	2.8	8.4	5.7	2.7
The Open University of Hong Kong	12.9	17.1	8.1	9.0	13.0
Tung Wah College	15.4	2.0	3.9	-	0.7
HKCT Institute of Higher Education (Note 2)	-	2.5	-	-	-
Hong Kong Nang Yan College of Higher Education (Note 2)	-	-	-	0.6	-
School of Continuing Education, Hong Kong Baptist University (Note 2)	-	6.8	0.8	0.5	-
School of Professional Education and Executive Development, The Hong Kong Polytechnic University (Note 2)	-	1.2	2.4	1.6	3.2
Technological and Higher Education Institute of Hong Kong (Note 2)	-	12.9	23.5	11.6	3.2
Gratia Christian College (Note 3)	-	-	1.5	-	-
Total (Note 4)	**103.0**	**86.3**	**82.9**	**53.8**	**37.7**

Note 1 The competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

Note 2 Institutions are eligible for the research funding schemes starting from the 2015/16 academic year.

Note 3 Institution is eligible for the research funding schemes starting from the 2016/17 academic year.

Note 4 Figures may not add up due to rounding.

Breakdown by Broad Subject Category (Note 5)

Broad Subject Category	2014/15 ($ million)	2015/16 ($ million)	2016/17 ($ million)	2017/18 ($ million)	2018/19 ($ million)
Biology and Medicine	2.2	7.0	10.5	2.1	6.2
Business Studies	6.5	5.6	11.6	5.9	6.6
Engineering	9.3	7.4	9.0	12.5	5.9
Humanities and Social Sciences	14.7	11.3	7.5	15.1	8.7
Physical Sciences	2.4	2.3	4.2	3.9	2.0
Institutional Development Scheme (IDS) (Note 6)	68.0	52.8	40.1	14.3	8.2
Total (Note 7)	**103.0**	**86.3**	**82.9**	**53.8**	**37.7**

Note 5 The competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

Note 6 IDS project is for the whole institution to develop its research capacity and the project cannot be categorized by subject.

Note 7 Figures may not add up due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2965)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

(1) The number and percentage of part-time academic staff among the academic staff employed by the 8 universities in the past 5 years (2014/15 to 2018/19), as well as a breakdown of such number and percentage of part-time staff by duty (i.e. (i) research and teaching, (ii) research only and (iii) teaching only), with the aforesaid figures set out in table form by name of institution and rank of staff;

(2) a breakdown by employment mode (i.e. temporary contract, fixed-term contract of 3 years or less (further categorised into less than half a year, half a year, more than half a year to 1 year, more than 1 year to 2 years, and more than 2 years to 3 years), long-term employment contract and employment on tenure) of the number and percentage of academic staff employed by the 8 universities in the past 5 years (2014/15 to 2018/19), as well as a breakdown by duty (i.e. (i) research and teaching, (ii) research only and (iii) teaching only) of the number and percentage of the staff employed under each employment mode, with the aforesaid figures set out in table form by name of institution and rank of staff;

(3) a tabulated breakdown by name of institution and rank of staff of the respective numbers of academic staff of the 8 universities on (i) fixed-term contract and (ii) long-term employment contract who were promoted to tenure in the past 5 years (2014/15 to 2018/19);

(4) a tabulated breakdown by name of institution and rank of staff of the number of academic staff of the 8 universities who departed in the past 5 years (2014/15 to 2018/19);

(5) a tabulated breakdown by name of institution and rank of staff of the median and average monthly salary of academic staff of the 8 universities in the past 5 years (2014/15 to 2018/19);

(6) among the academic staff employed by the 8 universities in the past 5 years (2014/15 to 2018/19), the median and average monthly salary and fringe benefits of staff who served in their respective positions on various ranks (i.e. Chair Professor, Professor, Associate Professor, Assistant Professor, Principal Lecturer/Instructor, Senior Lecturer/Instructor, Lecturer/Instructor I and Lecturer/Instructor II) for 5 years or more, with a tabulated breakdown of figures and information by name of institution and rank of staff;

(7) among the academic staff employed by the 8 universities in the past 5 years (2014/15 to 2018/19), the number and percentage of staff provided with quarters or housing allowances by their respective institutions, with a tabulated breakdown by name of institution and rank of staff.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 54)

Reply:

Regarding the above question, the Secretary for Education, Mr Kevin Yeung, provided a written reply to a relevant question raised by the Hon IP Kin-yuen at the Legislative Council (LegCo) meeting on 23 May 2018, and the information relating to the 8 University Grants Committee-funded universities is set out at Annexes 1 to 8 to the reply. The written reply to LegCo Question 12 (Employment of academic staff by post-secondary institutions) is available at the following websites -

Chinese version - https://www.info.gov.hk/gia/general/201805/23/P2018052300447.htm
English version - https://www.info.gov.hk/gia/general/201805/23/P2018052300443.htm

The information and figures for the 2018/19 academic year are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1598)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The overall estimate of the University Grants Committee (UGC) has increased by 3.1% to $22,893.3 million as compared with the previous year. Various reviews and initiatives to enhance teaching and learning, language proficiency, knowledge transfer and internationalisation have taken place as planned. Research activities are ongoing and developing. In this connection, please advise this Committee of:

1. the details of the plan to make an injection of $20 billion into the Research Endowment Fund to top it up to $46 billion and implement the Research Matching Grant Scheme, in particular the arrangement of cross-boundary remittance of science and technology funding;

2. the resources to be allocated for conducting the Review of the Research Grants Council, implementing the Research Assessment Exercise 2020 as agreed with the UGC-funded universities and monitoring the implementation of the tuition waiver scheme for local students enrolled in UGC-funded research postgraduate programmes; and

3. the resources to be allocated for monitoring internationalisation and education funding for non-local students.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 48)

Reply:

1. The Chief Executive has announced in the 2018 Policy Address that an injection of $20 billion into the Research Endowment Fund (REF) will be made to strengthen the research capabilities of our universities and further promote excellence in research. The investment income to be generated from the injection can be used for (i) sustaining the level of research funding; (ii) providing funding for the Research Impact Fund (RIF) launched by the Research Grants Council (RGC) to render continued

funding support for impactful research; and (iii) providing additional funding for the RGC's collaborative research funding schemes to encourage cross-institutional/ cross-disciplinary collaborations. As it takes at least one year to generate investment income from the new injection, it is expected that the RGC funding will be substantially increased in the 2021/22 academic year at the earliest if funding approval for injection is obtained from the Legislative Council (LegCo) within this legislative session.

The share of private sector only accounts for 45% of the total expenditure in research and development (R&D) over the years. To incentivise the private sector to strengthen financial support for R&D for the purpose of diversifying the funding sources for research activities, the Chief Executive has proposed in the 2018 Policy Address to launch a Research Matching Grant Scheme. The Government will provide a total of $3 billion in three years for application by local degree-awarding institutions (including self-financing institutions), so as to boost private funding and donations for R&D in the higher education sector. R&D expenditure and donations from the private sector and philanthropists secured by individual institutions will be matched by the Government for research-related purposes. Expenditure and donations for R&D can be specifically allocated to any individual institution/project irrespective of academic discipline. Subject to the funding approval from LegCo in this legislative session, the Research Matching Grant Scheme can be launched in the 2019/20 academic year at the earliest.

Regarding the opening up of science and technology funding by the Ministry of Science and Technology for application by the higher education institutions and research institutions in Hong Kong, the approved project funding will be provided to relevant higher education institutions and research institutions directly through cross-boundary remittance arrangements. The UGC/RGC will not be involved in the process.

2. The UGC has set up a task force/working group to conduct the RGC Review in two phases. Completed in 2017, the Phase I Review covered macro issues such as the portfolio balance of the RGC's funding schemes and the structure of the RGC's assessment panels/committees. The Phase II Review, which focuses on the RGC's operational issues, is underway. The work on the RGC Review is mainly undertaken by the staff of the UGC Secretariat and the expenditure involved is subsumed under the overall expenditure of the UGC. In addition, the UGC has engaged external consultants to assist in the Review, with consultancy fees totalling around $2.3 million for both phases.

The preparation of the Research Assessment Exercise (RAE) 2020 is in progress. The UGC has set aside $19 million in the 2019-20 Estimates for implementing the relevant work plan. On monitoring the implementation of the Tuition Waiver Scheme for Local Research Postgraduate Students, the UGC-funded universities are required to submit to the UGC Secretariat, on a yearly basis, a record of local research postgraduate students whose tuition has been waived for verification.

3. Funding provided by the UGC to universities is made in the form of a block grant on the basis of the approved student places allocated to each university. At present,

UGC-funded universities can admit non-local students to their publicly-funded sub-degree, undergraduate and taught postgraduate programmes through over-enrolment outside the approved student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes by study level. No extra resources will be provided by the UGC for over-enrolment. These non-local students are required to pay tuition fees at a level that is at least sufficient to recover all additional direct costs. In other words, no additional government resources are involved in the over-enrolment of these non-local students. Since the UGC provides funding to universities in the form of a block grant, they can use their existing resources for internationalisation endeavours. The work on encouraging UGC-funded universities to pursue internationalisation is undertaken by the staff of the UGC Secretariat.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2351)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The number of non-local students pursuing publicly-funded programmes has aroused public concern in the past few years. Please advise this Committee of the following:

a. The number of non-local students from the following countries/regions pursuing publicly-funded programmes between 2014 and 2018:

Region/year				
Mainland China				
Taiwan				
Japan and Korea				
Asian regions other than Japan, Korea and Taiwan				
Europe				
Africa				
Oceania				
South America				
North America				
Others				
Amount of subsidy involved				

b. Of the figures set out in the above table, the number of non-local students from the following countries/regions pursuing publicly-funded undergraduate programmes:

Region/year				
Mainland China				
Taiwan				
Japan and Korea				

Asian regions other than Japan, Korea and Taiwan				
Europe				
Africa				
Oceania				
South America				
North America				
Others				
Amount of subsidy involved				

c. The expenditures incurred by non-local students pursuing publicly-funded programmes in each of the past 5 years.

Asked by: Hon MO Claudia (LegCo internal reference no.: 11)

Reply:

a, b and c

Funding provided by the University Grants Committee (UGC) to its funded universities is made in the form of a block grant on the basis of the approved student places allocated to each university. At present, UGC-funded universities can admit non-local students to their publicly-funded sub-degree, undergraduate and taught postgraduate programmes through over-enrolment outside the approved student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes by study level. No extra resources will be provided by the UGC for over-enrolment. These non-local students are required to pay tuition fees at a level that is at least sufficient to recover all additional direct costs. In other words, no additional public resources are involved in over-enrolment of non-local students.

The numbers of non-local students of UGC-funded programmes by place of origin from the 2014/15 to 2018/19 academic years are set out at Annex A. The numbers of non-local students of UGC-funded undergraduate programmes by place of origin for the corresponding period are set out at Annex B.

Annex A

Numbers of Non-local Students of UGC-funded Programmes
by Place of Origin from the 2014/15 to 2018/19 Academic Years

(Headcount)

Place of Origin	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19[#]**
Mainland China	11 610	11 891	12 037	12 099	12 326
Taiwan	470	548	602	649	731
Japan and Korea	841	960	1 149	1 294	1 510
Other parts of Asia	1 520	1 622	1 953	2 242	2 686
Russia	32	38	44	47	48
European Union	325	311	283	277	284
Other European countries	49	46	49	44	46
Africa	86	104	139	181	220
Oceania	23	29	27	29	25
Central and South America	35	27	31	34	40
North America	160	151	159	155	149
Total	**15 151**	**15 727**	**16 474**	**17 050**	**18 064**

Notes:

1. [#] Provisional figures.
2. The above figures include students of all study levels of UGC-funded programmes. The figures of UGC-funded research postgraduate students refer to the numbers of research postgraduate students fully or partially funded (on pro-rata basis) by the UGC within normal study periods. Figures may not add up to the corresponding totals due to rounding.

Annex B

Numbers of Non-local Students of UGC-funded Undergraduate Programmes
by Place of Origin from the 2014/15 to 2018/19 Academic Years

(Headcount)

Place of Origin	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19[#]**
Mainland China	6 630	6 726	6 852	6 911	6 933
Taiwan	440	515	572	622	708
Japan and Korea	808	926	1 115	1 239	1 445
Other parts of Asia	1 168	1 251	1 505	1 738	2 147
Russia	19	25	26	28	28
European Union	137	123	122	127	129
Other European countries	29	26	32	27	33
Africa	23	23	28	35	54
Oceania	16	17	14	14	11
Central and South America	18	14	14	15	17
North America	86	77	81	85	96
Total	**9 374**	**9 723**	**10 361**	**10 841**	**11 601**

Note: [#] Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0603)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) plays a vital role in promoting university education, which serves as a means for many students to achieve upward mobility. In this connection, please advise this Committee of the respective numbers of students with special educational needs (SEN) and ethnic minority students in each of the following UGC-funded universities at present.

	Number of students with SEN	Number of ethnic minority students
The University of Hong Kong		
The Chinese University of Hong Kong		
The Hong Kong Polytechnic University		
Hong Kong Baptist University		
City University of Hong Kong		
The Hong Kong University of Science and Technology		
Lingnan University		
The Education University of Hong Kong		
Total		

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 32)

Reply:

The provisional number of students with special education needs (SEN) and local non-Chinese speaking (NCS) students admitted to the University Grants Committee (UGC)-funded full-time sub-degree and undergraduate programmes by university in the 2018/19 academic year is set out at **Annex**.

Annex

Number of students with SEN and local NCS students (Note 2) admitted to the UGC-funded full-time sub-degree and undergraduate programmes by university in the 2018/19 academic year

(Number of students)

Level of Study	University								
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2018/19 Academic Year **(**Provisional figures**)**									
Number of students with SEN	61	48	11	94	22	93	123	127	579
Number of local NCS students	111	11	7	36	35	32	98	58	388

Notes:

1. Figures are provided by the UGC-funded universities.
2. Refer to local students whose ethnicity and/or spoken language at home are not Chinese.
3. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0805)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students to be admitted in post-secondary programmes, please provide:

(a) the number of ethnic minority local students admitted to University Grants Committee (UGC)-funded post-secondary programmes using the Hong Kong Diploma of Secondary Education Examination (DSE) (Chinese) qualification through the Joint University Programmes Admissions System (JUPAS) in the 2016/17, 2017/18 and 2018/19 academic years;

(b) the number of non-Chinese speaking local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in the 2016/17, 2017/18 and 2018/19 academic years;

(c) the number of local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in the 2016/17, 2017/18 and 2018/19 academic years;

(d) the respective number of ethnic minority local students admitted to UGC-funded post-secondary programmes through JUPAS using each of the alternative Chinese qualifications, namely the General Certificate of Education (GCE) (Advanced (A)-Level), GCE (Advanced Subsidiary (AS)-Level), the General Certificate of Secondary Education (GCSE) and the International General Certificate of Secondary Education (IGCSE) in the 2016/17, 2017/18 and 2018/19 academic years;

(e) the respective number of non-Chinese speaking local students admitted to UGC-funded post-secondary programmes through JUPAS using each of the alternative Chinese qualifications, namely the GCE (A-Level), GCE (AS Level), GCSE and IGCSE in the 2016/17, 2017/18 and 2018/19 academic years;

(f) the total number of students admitted to UGC-funded post-secondary programmes through JUPAS in the 2016/17, 2017/18 and 2018/19 academic years;

(g) the total number of students admitted to full-time locally-accredited self-financing post-secondary programmes in the 2016/17, 2017/18 and 2018/19 academic years;

(h) the number of ethnic minority students and non-Chinese speaking students, respectively, admitted to full-time locally-accredited self-financing post-secondary programmes in the 2016/17, 2017/18 and 2018/19 academic years;

(i) the number of ethnic minority local students and their respective grades (e.g. S3, S4, S5 or S6) when they sat for the DSE (Chinese), Applied Learning Chinese, GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in the 2016/17, 2017/18 and 2018/19 academic years;

(j) the number of non-Chinese speaking local students and their respective grades (e.g. S3, S4, S5 or S6) when they sat for the DSE (Chinese), Applied Learning Chinese, GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in the 2016/17, 2017/18 and 2018/19 academic years;

(k) the number of local students sitting for the DSE (Chinese) for the first time in the 2016/17, 2017/18 and 2018/19 academic years; and

(l) if any of the data from (i) to (k) above is not available, will additional resources be granted to assist EDB to start collecting the above data and to monitor the effect of multiple exits in Chinese language qualification for post-secondary education opportunities for ethnic minority students? If no additional resources will be granted, what are the reasons?

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 36)

Reply:

(a) to (f) In the 2016/17, 2017/18 and 2018/19 academic years, 14 288, 13 724 and 13 184 (provisional figure in the 2018/19 academic year) students were admitted to University Grants Committee (UGC)-funded post-secondary programmes through the Joint University Programmes Admissions System (JUPAS) respectively, including 151, 168 and 172 non-Chinese speaking (NCS) students, i.e. students whose spoken language at home is not Chinese.

There were 1 072 and 1 206 NCS students (i.e. students whose spoken language at home is not Chinese) attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum and sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) in 2017 and 2018 respectively. Among them, 106 and 103 sat for the HKDSE (Chinese Language), with 28 and 14 attaining Level 3 or above and meeting the general entrance requirement of undergraduate programmes in respect of the Chinese Language subject. Among the above 1 072 and 1 206 NCS students sitting for the HKDSE, 350 and 385 met the general entrance requirements of

undergraduate programmes (most of them using alternative Chinese Language qualifications, including the General Certificate of Secondary Education Examination (GCSE), International General Certificate of Secondary Education (IGCSE), General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level). Relevant figures for 2019 are not yet available. We do not have information about the number of ethnic minority students.

Information about the number of NCS students admitted to UGC-funded post-secondary programmes through the JUPAS with Chinese Language qualifications obtained in the HKDSE or other examinations is not available.

(g) and (h) In the 2016/17, 2017/18 and 2018/19 academic years, 36 125, 33 759 and 34 306 (provisional figure as at October 2018 in the 2018/19 academic year) students were admitted to non-UGC-funded locally-accredited full-time post-secondary programmes respectively, including 597, 705 and 764 (provisional figure as at October 2018 in the 2018/19 academic year) NCS students. We do not have information about the number of ethnic minority students.

(i) to (k) According to information provided by the Hong Kong Examinations and Assessment Authority, the respective numbers of students taking Chinese Language in the HKDSE for the first time in 2016, 2017 and 2018 are as follows:

Year	School candidates	Private candidates
2016	54 882	552
2017	50 033	616
2018	49 733	663

There were 106 and 103 NCS students (i.e. students whose spoken language at home is not Chinese) attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum and sitting for the HKDSE (Chinese Language) in 2017 and 2018 respectively, all of them being first attempters. Relevant figures for 2019 are not yet available. We do not have information about the number of ethnic minority students.

Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) was first offered in the HKDSE in 2017. ApL(C) is designed for NCS students as an alternative qualification in Chinese Language with "Attained" as the minimum grade required, and only NCS students can take ApL(C). The numbers of candidates taking ApL(C) are as follows:

Year	Number of candidates
2017	153
2018	142
2019	148

Eligible Secondary 4 to Secondary 6 school candidates sitting for the GCSE (Chinese) have been subsidised by the Education Bureau since 2010 to the effect that the subsidised examination fee payable by these subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or HKDSE. Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations, including the IGCSE, and the GCE AS-Level and A-Level. The numbers of NCS students subsidised to sit for the aforementioned examinations from the 2016/17 to 2018/19 academic years are tabulated at the **Annex**. We do not have information about the number of ethnic minority students.

(l) Student admission is a matter of institutional autonomy and the UGC does not monitor universities in terms of the qualifications of their intakes. Hence, information about the Chinese Language qualifications of the NCS students is not available.

Annex

Number of Non-Chinese Speaking Students Subsidised to Sit for Internationally Recognised Alternative Chinese Language Qualifications Examinations in 2016/17 to 2018/19 Academic Years

Alternative Chinese Language Examinations	**Number of NCS students subsidised (Number of NCS students subsidised to sit for the examinations for the first time)**											
	2016/17 academic year				**2017/18 academic year**				**2018/19 academic year**			
	S4	**S5**	**S6**	**Total**	**S4**	**S5**	**S6**	**Total**	**S4**	**S5**	**S6**	**Total**
GCSE (Chinese)	664 (660)	526 (479)	15 (1)	1 205 (1 140)	947 (934)	396 (330)	30 (5)	1 373 (1 269)	410 (410)	116 (76)	0 (0)	526 (486)
IGCSE (Chinese)	60 (60)	32 (27)	4 (3)	96 (90)	74 (74)	47 (31)	4 (3)	125 (108)	312 (312)	207 (190)	18 (15)	537 (517)
GCE AS-Level (Chinese)	54 (53)	164 (161)	27 (27)	245 (241)	50 (49)	226 (224)	24 (22)	300 (295)	82 (82)	280 (273)	66 (66)	428 (421)
GCE A-Level (Chinese)	21 (21)	176 (168)	4 (3)	201 (192)	34 (34)	108 (92)	10 (4)	152 (130)	2 (2)	49 (41)	2 (2)	53 (45)
Total	799	898	50	1 747	1 105	777	68	1 950	806	652	86	1 544

- End -

CONTROLLING OFFICER'S REPLY

(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 (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students in receiving post-secondary education, please provide in table format:

(a) the number of students taking the DSE examinations for the first time in 2016/17, 2017/18, and 2018/19, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;

(b) the number of students taking the DSE Chinese language examination for the first time in 2016/17, 2017/18, and 2018/19, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;

(c) the number of ethnic minority students taking the DSE examinations for the first time in 2016/17, 2017/18, and 2018/19, the number of them taking the DSE Chinese language examinations for the first time, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer; and

(d) the number of non-Chinese speaking students taking the DSE examinations for the first time in 2016/17, 2017/18, and 2018/19, the number of them taking the DSE Chinese language examinations, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer.

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 37)

Reply:

(a) According to information provided by the Hong Kong Examinations and Assessment Authority (HKEAA), there were 57 762, 53 167 and 53 222

students taking the Hong Kong Diploma of Secondary Education (DSE) Examination for the first time in 2016, 2017 and 2018 respectively, of which 23 490, 20 936 and 21 402 met the general entrance requirements of the University Grants Committee (UGC)-funded undergraduate programmes. According to information provided by the Joint University Programmes Admissions System (JUPAS) Office, there were 21 467, 21 599 and 24 241 JUPAS applicants who took the DSE Examination for the first time in 2016, 2017 and 2018 and received a JUPAS offer.

(b) According to information provided by the HKEAA, there were 55 780, 51 078 and 50 823 students taking DSE Chinese Language examination for the first time in 2016, 2017 and 2018 respectively, of which 23 490, 20 936 and 21 402 met the general entrance requirements of UGC-funded undergraduate programmes. According to information provided by the JUPAS Office, there were 21 263, 21 355 and 23 952 JUPAS applicants who took the DSE Chinese Language Examination for the first time in 2016, 2017 and 2018 and received a JUPAS offer.

(c) & (d) In 2017 and 2018, there were 1 072 and 1 206 non-Chinese speaking (NCS) students studying form six in public schools or schools under direct subsidy scheme and taking DSE Examination (including 1 068 and 1 205 students taking DSE Examination for the first time), of which 106 and 103 took the DSE Chinese Language Examination for the first time.

Among the above-mentioned 1 072 and 1 206 NCS students who took DSE Examination, there were 350 and 385 NCS students who met the general entrance requirements of UGC-funded undergraduate programmes. Of these, 277 and 323 NCS students received a JUPAS offer. Relevant information for 2019 is not yet available and we do not have information on the breakdown on ethnic minority.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1623)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the dedicated provision of $16 billion for funding universities to enhance or refurbish campus facilities and provide additional facilities essential for R&D activities, are there any expenditure guidelines containing the expenses related to teaching and research facilities for scientific exploration?

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 52)

Reply:

Under the existing mechanism, the University Grants Committee (UGC)-funded universities can apply for capital grants from the Government through UGC on an annual basis to carry out capital works[Note 1] and campus alterations, additions, repairs and improvement works[Note 2]. The universities first need to submit their preliminary works proposals to the UGC elaborating the scope and details of the works projects. When considering the works proposals of the universities, UGC will consider various factors, such as whether the proposals will fulfill the campus master development plans and meet space shortfall of the universities; whether the proposed construction works can meet the long-term needs of the universities; and whether the proposals are in line with government policies and the roles and missions of the universities. At the same time, UGC will consult its technical advisor (i.e. the Architectural Services Department) on technical issues and costs of the proposed works projects to ensure that the projects are worth funding. The project proposals supported by the UGC and the Government will be submitted to the Legislative Council for funding approval in accordance with the established procedures.

UGC will continue to adopt the above mechanism for universities to apply for the dedicated provision of $16 billion in the Budget. The earmarked funding will be used for works projects for all disciplines and not to be confined to teaching and research facilities for scientific exploration. Nevertheless, the Government hopes that universities will, in developing or enhancing hardware, give due and priority consideration to innovation and technology needs.

Note 1 Applicable to capital works projects costing more than $30 million.

Note 2 Applicable to alterations, additions, repairs and improvements costing not more than $30 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3199)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

What projects will be covered and funded by the injection of $20 billion into the Research Endowment Fund of the Research Grants Council under the University Grants Committee? What are the expenditures involved? What regulatory policies and measures are in place to ensure that the funding can help promote technological research and development, while avoiding conflicts of interest?

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 54)

Reply:

The Chief Executive proposed in the 2018 Policy Address to inject $20 billion into the Research Endowment Fund to strengthen the research capabilities of our universities, and the additional investment income will be used for (1) sustaining the level of research funding; (2) providing funding for the Research Impact Fund launched by the Research Grants Council (RGC) to render continued funding support for impactful research; and (3) providing additional funding for the RGC's collaborative research funding schemes (including Collaborative Research Fund and Theme-based Research Scheme) to encourage cross-institutional/cross-disciplinary collaborations.

The RGC attaches great importance to and supports the research work of the higher education sector, providing equal support to different types of research, including technological research. When evaluating the proposals, the assessment committees/panels focus on academic quality and research impacts, and assess the proposals in accordance with the established criteria. Also, the RGC handles conflicts of interest with its established Code of Conduct and mechanism on declaration of interests. The Code of Conduct sets out the standard of behaviour that panel members/external reviewers are obliged to observe in handling the RGC's business, including that panel members/external reviewers/applicants are required to declare any conflicts of interest; they shall not use the confidential information obtained from the RGC; and panel members are not allowed to discuss applications from their respective universities. The "Guidelines on Handling Conflicts of Interest During Application Evaluation Process" provides detailed guidelines

on the actions to be taken by panel members/external reviewers participating in evaluation to handle conflicts of interest. All panel members/external reviewers are required to declare any conflicts of interest prior to participating in evaluation and they shall not take part in the evaluation of projects should there be any conflicts of interest, including not taking part in the external reviewer nomination, assessment, grading and commenting of the application concerned. When a panel is discussing the application submitted by a panel member, the member must be excused from the discussion. Besides, institutions and researchers must abide by the guidelines on disbursement, accounting and monitoring arrangements of the related competitive research funding schemes developed by the RGC; and submit financial statements to the RGC for review after project completion.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0612)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

A dedicated provision of $16 billion will be set aside for the University Grants Committee (UGC)-funded universities to enhance or refurbish campus facilities, in particular the provision of additional facilities essential for research and development (R&D) activities (such as laboratories), with a view to creating an optimal teaching and research environment for university students and R&D staff.

How will the said provision be allocated (including the application procedures and approving criteria)? When is the initiative expected to be launched at the earliest?

Asked by: Hon WONG Ting-kwong (LegCo internal reference no.: 5)

Reply:

Under the existing mechanism, the University Grants Committee (UGC)-funded universities can apply for capital grants from the Government through UGC on an annual basis to carry out capital works[Note 1] and campus alterations, additions, repairs and improvement works[Note 2]. The universities first need to submit their preliminary works proposals to the UGC elaborating the scope and details of the works projects. When considering the works proposals of the universities, UGC will consider various factors, such as whether the proposals will fulfill the campus master development plans and meet space shortfall of the universities; whether the proposed construction works can meet the long-term needs of the universities; and whether the proposals are in line with government policies and the roles and missions of the universities. At the same time, UGC will consult its technical advisor (i.e. the Architectural Services Department) on technical issues and costs of the proposed works projects to ensure that the projects are worth funding. The project proposals supported by the UGC and the Government will be submitted to the Legislative Council (LegCo) for funding approval in accordance with the established procedures.

UGC will continue to adopt the above mechanism for universities to apply for the dedicated provision of $16 billion in the Budget. We expect that the relevant new works projects

will be submitted to LegCo for funding approval in the 2019-20 legislative year at the earliest.

Note 1 Applicable to capital works project costing more than $30 million.
Note 2 Applicable to alterations, additions, repairs and improvements project costing not more than $30 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0899)

Head: (160) Radio Television Hong Kong

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

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting (LEUNG Ka Wing)

Director of Bureau: Secretary for Education

Question:

Radio Television Hong Kong produces school educational television (ETV) programmes and video-based resources for the Education Bureau, involving an annual provision of over $30 million. Will the Government inform this Committee of the following:

(1) In the past 3 years, what are the average numbers of hours of ETV programmes viewed by kindergarten, primary and secondary students in Hong Kong?
(2) The Director of Audit's Report No. 71 pointed out that the cost per hour of ETV programmes was as high as around $1.6 million, which was 4.79 times that of public affairs and general TV programmes. Does the Government think that the production cost of ETV programmes is still maintained at a reasonable level? If so, what are the reasons? If not, will actions be taken to control the cost?
(3) In recent years, online streaming platforms have become more and more popular. Teachers and students can easily watch different types of teaching videos and use interactive teaching software on the Internet, reflecting that ETV is outdated. Will the Government conduct a review and consider reducing the financial resources for the production of ETV programmes?

Asked by: Hon IP LAU Suk-yee, Regina (LegCo internal reference no.: 3)

Reply:

(1) & (3) Given that the way video resources are used in the education sector has changed, there has been a downward trend in watching educational television (ETV) programmes by teachers and students in the classroom. In this connection, the Education Bureau (EDB) has edited the programmes into chapters and short video clips with a length of a few minutes, which have been uploaded to the Hong Kong Education City (HKEdCity) ETV website (https://etv.hkedcity.net) for schools' flexible use. Teachers can even download these resources according to their needs. Students may also watch the ETV video clips on the Internet at home for lesson preparation or revision, thereby making the most of the lesson time to engage in in-depth problem solving or consolidation activities. This could help enhance learning and teaching effectiveness. Available information indicates that

HKEdCity ETV website records over 3 million hits per year. Moreover, the EDB launched the "ETV mobile application" in late 2012 and the number of downloads has been rising steadily, exceeding 79 000 at the end of February 2019.

In light of the changes in the mode of viewing, Radio Television Hong Kong (RTHK) and the EDB do not keep statistics on the actual numbers of hours of ETV programmes viewed on average by kindergarten, primary and secondary students in Hong Kong. The EDB accepts the recommendations of the Audit Report, and will conduct a comprehensive and in-depth evaluation of the production need and position of ETV as one of the e-learning resources, as well as the future direction for the development of ETV production. The EDB will review in collaboration with RTHK the cost-effectiveness of ETV programmes currently produced by RTHK, and will take appropriate improvement measures according to the results of the review.

(2) The production cost per hour of ETV programmes is higher than that of the public affairs and general TV programmes. The reason is that the production of the former has to accommodate the teaching needs of the EDB. The length of each ETV programme normally ranges from 10 minutes to 15 or 20 minutes. Although the length of each programme is relatively short, the basic production scale and cost are necessary as each of them is of an independent chapter. In order to make the programmes more lively and interesting, more animation, songs or music, etc. will be produced to match with the contents of the ETV programmes, and therefore relatively more resources are involved. As compared with the longer programmes, those that are shorter have a relatively higher production cost. Nonetheless, RTHK agrees with the recommendations of the Audit Report.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4713)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As mentioned in Matters Requiring Special Attention in 2019-20 under this Programme, the Education Bureau will continue to provide Mainland exchange opportunities for primary and secondary school students. On the provision of Mainland exchange opportunities for primary and secondary school students, please advise this Committee of the estimated operational expenditure and the estimated number of participants for 2019-20, and the number of participants and operational expenditure in 2018-19.

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 225)

Reply:

In the 2018/19 school year, about 73 800 primary and secondary school students participated in the Mainland exchange programmes and the expenditure was around $103.3 million. In the 2019/20 school year, the estimated number of places to be offered to primary and secondary school students is 108 900 and the estimated expenditure is $115 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5562)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Administration advise this Committee of the estimated expenditure on the salaries for the Secretary for Education in 2019-20?

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 391)

Reply:

For budgetary purposes, the estimate for the salary expenditure for the Secretary for Education in 2019-20 is around $4.08 million.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5571)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee:

(1) of the number of work injury cases reported to the Education Bureau (EDB) involving staff in aided and government primary and secondary schools, the number of work injury cases involving teachers, and the number of cases in respect of which compensation was awarded, in the past 3 years;

(2) of the number of work injury cases in aided and government primary and secondary schools reported to the EDB in respect of which compensation was not awarded in the past 3 years;

(3) of the number of cases reported to the EDB involving aided and government primary and secondary school staff taking leave due to mental health issues in the past 3 years;

(4) of the number of cases reported to the EDB involving suicides and attempted suicides committed by aided and government primary and secondary school staff in the past 3 years; and

(5) whether the EDB has formulated measures to improve the mental health of all primary and secondary school teachers in the past 3 years; and if yes, the details; if no, the reasons.

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 401)

Reply:

(1) The number of work injury cases involving staff in **government primary and secondary schools** in the financial years from 2016-17 to 2018-19 (as at 13 March 2019) is tabulated below:

Financial Year	No. of Work Injury Cases	No. of Cases involving Teaching Staff
2016-17	56	41
2017-18	68	52
2018-19 (as at 13 March 2019)	53	34

Note: The Education Bureau (EDB) will compensate all government primary and secondary school staff who have sustained work injuries in accordance with existing laws.

Besides, the EDB has taken out the Block Insurance Policy (BIP), which includes the employees' compensation insurance, for **aided primary and secondary schools** (including special schools). All teaching and non-teaching staff in aided primary and secondary schools (including special schools), whose salaries are subvented by the EDB, are insured by the employees' compensation insurance of the BIP.

The number of work injury cases reported by **aided primary and secondary schools** under the employees' compensation insurance of the BIP, the number of cases involving teaching staff and the number of indemnified cases in the schools years from 2015/16 to 2017/18 are tabulated below:

School Year	Employees' Compensation Insurance			
	Reported Work Injury Cases		No. of Indemnified Work Injury Cases	
	Total	No. of Cases involving Teaching Staff	Total	No. of Cases involving Teaching Staff
2015/16	1 466	605	1 466	517
2016/17	1 455	576	1 455	461
2017/18	1 516	634	1 516	380

Notes:

(1) Information is provided by BIP insurers, with figures shown as at November 2018.

(2) To protect the interests of the claimants, schools are required to report all accidents, irrespective of whether they are liable, to the BIP insurer.

(2) In the past 3 years, the EDB did not receive any complaints from government and aided primary and secondary school staff for not being compensated for sustaining work injuries.

(3) The EDB does not maintain information on the number of cases involving government and aided primary and secondary school staff taking leave due to mental health issues.

(4) The nature and number of cases of suicide are only confirmed after the legal proceedings at the Coroner's Court. The EDB has not captured the information on teachers' suicide from the Court, and does not maintain information on the number of suicides and attempted suicides committed by government and aided primary and secondary school staff.

(5) The EDB has all along attached great importance to teachers' well-being. We have already provided additional resources and implemented various measures to establish a healthy and stable work environment for teachers. For example, since the 2017/18 school year, the EDB has increased the teacher-to-class ratio for public sector schools by 0.1 across-the-board, providing around 2 200 additional regular teaching posts. Besides, aided secondary schools with surplus teachers arising from the reduction of secondary one classes in the past few years were allowed to extend the retention period for the surplus teachers concerned until the overall secondary one student population rebounds steadily. Moreover, the EDB will implement the policy of "one executive officer for each school" starting from the 2019/20 school year to provide public sector schools and Direct Subsidy Scheme schools with resources for hiring a total of about 1 000 School Executive Officers. This reduces the administrative work of teachers and principals, thereby creating room for them to focus more on teaching and developing a healthier work environment for teachers. To help teachers and principals cope with stress at work or personal emotional problems, we have set up the Teachers' Helpline to provide telephone counselling and appropriate support services. The counsellors of the Teachers' Helpline will do their best to understand the situation of the callers and help them analyse and manage their problems. They will also, as and when necessary, provide professional telephone counselling, face-to-face counselling and arrange for professionals (such as clinical psychologists) to follow up cases. In addition, the Hong Kong Teachers' Centre has been organising different kinds of stress reduction programmes. The Quality Education Fund (QEF) has also included "Teacher Development and Wellness for Promoting Schools as Learning Organisations" as a priority theme, so that schools can apply for funding from the QEF to organise activities relating to teachers' health and stress management, with a view to enhancing teachers' well-being.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4307)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) How many international schools are currently leasing Government premises? For international schools operating in leased Government premises, please provide the following information in table form:

a. name of international school;
b. school address;
c. number of students;
d. area of school; and
e. rent

(2) Please give a breakdown of the supply and demand as well as the vacancy of school places of international schools in Hong Kong by district in the past 3 years.

(3) Please provide a breakdown by local student and international student of the student intakes of international schools in Hong Kong in the past 3 years.

(4) Please provide, according to the estimation of the Bureau, the supply and demand for international school places in Hong Kong by District Council district in the coming 3 school years starting from 2019/20.

(5) Please tabulate the school fee increase of the international schools in Hong Kong in the past 3 years.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 51)

Reply:

(1) According to our record, 13 international schools are currently operating in leased Government premises. Their school names, addresses and site areas of the leased premises, and the number of enrolled students at these premises in the 2018/19 school year and the type of rent payable for the premises, are set out at **Annex 1**.

(2) International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including schools under the English Schools Foundation and other private international schools), students enrolled and vacancies by the District Council districts in which the international schools are located from the 2016/17 to 2018/19 school years is set out at **Annex 2** for illustration purpose.

(3) The respective number of student intakes and the percentage of local and non-local students of international schools from the 2016/17 to 2018/19 school years are set out at **Annex 3**.

(4) As mentioned above, international school places are assessed on a territory-wide basis. We expect that the provision of additional international school places through the past School Allocation Exercises, in particular the two recent ones completed in 2013 and 2015, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projections provided by relevant schools (where applicable), it is projected that around 2 810 additional places will be available between the 2019/20 and 2021/22 school years. It is however worth noting that future provision of additional places by individual schools, especially the new ones, will be affected by a number of factors, such as applications received each year, teacher recruitment, and maintenance and construction works involved in school development.

As for the demand side, according to the findings of the consultancy study on the provision of international school places at primary and secondary levels in Hong Kong released in February 2017, there will be an increase in demand by around 1 900 international school places between the 2019/20 and 2021/22 school years.

According to the consultant's projections, there will be no shortfall in international school places at primary and secondary levels in the coming five school years starting from the 2018/19 school year. We will continue to closely monitor the provision of international schools places, in particular for meeting the demand of non-local families that have come to Hong Kong for work or investment. We will also continue to facilitate the development of the international school sector and take appropriate actions, including launching another School Allocation Exercise for international school development subject to availability of suitable premises or sites, as and when necessary.

(5) The percentage increase of school fees charged by individual international schools in the 2016/17 to 2018/19 school years is set out at **Annex 4**.

Annex 1

Name of international schools leasing Government premises, address and site area of the leased premises, number of enrolled students at these premises in the 2018/19 school year and the type of rent payable for the premises

Name of school	Address	Site area (approximate)	No. of enrolled students	Type of rent
American School Hong Kong	6 Ma Chung Road, Tai Po, New Territories	5 770 m^2	227	Nominal
Carmel School	460 Shau Kei Wan Road, Hong Kong	3 380 m^2	173	Nominal
	10-12 Borrett Road, Hong Kong	2 737 m^2	120	
French International School	1 Cheung Man Road, Chai Wan, Hong Kong	6 432 m^2	293	Nominal
German Swiss International School	162 Pok Fu Lam Road, Pok Fu Lam, Hong Kong	2 146 m^2	240	Nominal
International College Hong Kong (New Territories)	60 Sha Tau Kok Road, Sha Tau Kok, New Territories	8 180 m^2	299	Nominal
Island School	No.6B, Sha Kok Street, Pok Hong Estate, Shatin, New Territories (decanting school premises)	2 597 m^2	675	Nominal
	Estate Secondary School No.2, Sun Chui Estate, Shatin, New Territories (decanting school premises)	3 597 m^2	499	
Lantau International School	Cheung Sha Upper Village, Lantau, New Territories	488 m^2	15	Market [Note]
	113 Tong Fuk Village, Lantau, New Territories	934 m^2	131	
Nord Anglia International School, Hong Kong	11 On Tin Street, Lam Tin, Kowloon	4 555 m^2	958	Nominal
Norwegian International School	170 Kam Shan Road, Tai Po, New Territories	4 550 m^2	136	Nominal
Singapore International School (Hong Kong)	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552 m^2	408	Nominal
The Harbour School	Ap Lei Chau Estate Phase I, Ap Lei Chau, Hong Kong	1 200 m^2	243	Nominal

Name of school	Address	Site area (approximate)	No. of enrolled students	Type of rent
The International Montessori School – An IMEF School	Phase III, Ma Hang Estate, Stanley, Hong Kong	4 730 m^2	584	Nominal
Umah International Primary School	Fung Chi Tsuen, Wang Chau, Yuen Long, New Territories	1 730 m^2	8	Nominal

Note According to the tenancy agreement, the rent cannot be disclosed without the consent by the tenant. Hence, only the type of rent is provided in the table.

Annex 2

Number of international school places, students enrolled and vacancies from the 2016/17 to 2018/19 school years

	2016/17			2017/18			2018/19		
	No. of school places	**No. of students enrolled**	**No. of vacancies**	**No. of school places**	**No. of students enrolled**	**No. of vacancies**	**No. of school places**	**No. of students enrolled**	**No. of vacancies**
Hong Kong									
Central & Western	3 626	3 119	507	3 613	2 988	625	2 202	1 858	344
Wan Chai	3 219	2 882	337	3 235	2 844	391	3 090	2 740	350
Eastern	6 577	5 476	1 101	6 728	5 659	1 069	6 287	5 341	946
Southern	10 929	10 082	847	11 291	10 366	925	11 690	10 697	993
Sub-total	24 351	21 559	2 792	24 867	21 857	3 010	23 269	20 636	2 633
Kowloon									
Yau Tsim Mong	-	-	-	-	-	-	-	-	-
Sham Shui Po	280	181	99	1 600	1 443	157	1 789	1 563	226
Kowloon City	7 582	7 024	558	7 148	6 610	538	6 751	6 270	481
Wong Tai Sin	-	-	-	-	-	-	-	-	-
Kwun Tong	1 764	1 570	194	1 856	1 722	134	1 928	1 804	124
Sub-total	9 626	8 775	851	10 604	9 775	829	10 468	9 637	831
New Territories									
Sai Kung	1 314	1 279	35	1 336	1 297	39	2 292	2 196	96
Sha Tin	2 148	2 099	49	2 164	2 100	64	3 524	3 321	203
Tai Po	1 571	1 139	432	1 715	1 243	472	2 249	1 671	578
North	330	272	58	338	288	50	341	299	42
Yuen Long	100	21	79	125	16	109	160	8	152

	2016/17			2017/18			2018/19		
	No. of school places	**No. of students enrolled**	**No. of vacancies**	**No. of school places**	**No. of students enrolled**	**No. of vacancies**	**No. of school places**	**No. of students enrolled**	**No. of vacancies**
Tuen Mun	1 096	1 093	3	1 174	1 170	4	1 259	1 254	5
Tsuen Wan	-	-	-	-	-	-	-	-	-
Kwai Tsing	452	442	10	-	-	-	-	-	-
Island	1 220	1 078	142	1 270	1 122	148	1 302	1 176	126
Sub-total	8 231	7 423	808	8 122	7 236	886	11 127	9 925	1 202
Total (rounded to the nearest hundred)	**42 200**	**37 800**	**4 400**	**43 600**	**38 900**	**4 700**	**44 900**	**40 200**	**4 700**

Notes:

(1) Figures include the schools under the English Schools Foundation (ESF) and other private international schools but exclude the special school operated by the ESF.

(2) Figures refer to the position as at September of the respective years.

(3) Figures on school 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 the schools concerned

Annex 3

Number and percentage of local and non-local students enrolled in international schools (excluding special schools) (based on the Student Enrolment Survey conducted in September of the respective school years)

2016/17 school year

Name of school	Total no. of students	Total no. of local students (percentage)		Total no. of non-local students (percentage)	
Primary-cum-secondary					
American International School	**602**	71	(11.8%)	531	(88.2%)
Australian International School Hong Kong	**1 069**	49	(4.6%)	1 020	(95.4%)
Canadian International School	**1 582**	255	(16.1%)	1 327	(83.9%)
Carmel School	**246**	18	(7.3%)	228	(92.7%)
Chinese International School	**1 382**	308	(22.3%)	1 074	(77.7%)
Christian Alliance PC Lau Memorial International School	**1 001**	479	(47.9%)	522	(52.1%)
Delia School of Canada	**1 404**	138	(9.8%)	1 266	(90.2%)
Discovery Bay International School	**864**	28	(3.2%)	836	(96.8%)
German Swiss International School (English)	**776**	191	(24.6%)	585	(75.4%)
German Swiss International School (German)	**340**	6	(1.8%)	334	(98.2%)
Harrow International School Hong Kong	**1 093**	344	(31.5%)	749	(68.5%)
Hong Kong Academy	**564**	52	(9.2%)	512	(90.8%)
Hong Kong International School	**2 673**	220	(8.2%)	2 453	(91.8%)
Hong Kong Japanese School	**497**	7	(1.4%)	490	(98.6%)
Kellett School	**1 188**	89	(7.5%)	1 099	(92.5%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	**859**	474	(55.2%)	385	(44.8%)
Korean International School (English)	**338**	117	(34.6%)	221	(65.4%)
Korean International School (Korean)	**126**	0	(0.0%)	126	(100.0%)
Lycée Francais International (English)	**590**	55	(9.3%)	535	(90.7%)
Lycée Francais International (French)	**1 939**	2	(0.1%)	1 937	(99.9%)
Nord Anglia International School, HK	**782**	164	(21.0%)	618	(79.0%)
Singapore International School(Hong Kong)	**1 157**	361	(31.2%)	796	(68.8%)
The Harbour School	**266**	0	(0.0%)	266	(100.0%)
Primary					
American School Hong Kong	**96**	25	(26.0%)	71	(74.0%)
Beacon Hill School^	**538**	198	(36.8%)	340	(63.2%)
Bradbury School^	**712**	156	(21.9%)	556	(78.1%)
Clearwater Bay School^	**715**	140	(19.6%)	575	(80.4%)
Glenealy School^	**348**	63	(18.1%)	285	(81.9%)
Japanese International School (English)	**165**	31	(18.8%)	134	(81.2%)
Japanese International School (Japanese)	**446**	2	(0.4%)	444	(99.6%)

Annex 3 (Cont'd)

Name of school	Total no. of students	Total no. of local students (percentage)		Total no. of non-local students (percentage)	
Kennedy School^	**895**	131	(14.6%)	764	(85.4%)
Kingston International School	**254**	179	(70.5%)	75	(29.5%)
Kowloon Junior School^	**894**	216	(24.2%)	678	(75.8%)
Lantau International School	**214**	3	(1.4%)	211	(98.6%)
Norwegian International School	**136**	48	(35.3%)	88	(64.7%)
Peak School^	**354**	49	(13.8%)	305	(86.2%)
Quarry Bay School^	**719**	197	(27.4%)	522	(72.6%)
Shatin Junior School^	**898**	431	(48.0%)	467	(52.0%)
International College Hong Kong Hong Lok Yuen	**296**	120	(40.5%)	176	(59.5%)
The International Montessori School – an IMEF School	**504**	41	(8.1%)	463	(91.9%)
Think International School	**213**	149	(70.0%)	64	(30.0%)
Umah International Primary School	**21**	0	(0.0%)	21	(100.0%)
Yew Chung International School	**805**	464	(57.6%)	341	(42.4%)
Secondary					
Concordia International School	**92**	29	(31.5%)	63	(68.5%)
Island School^	**1 142**	266	(23.3%)	876	(76.7%)
King George V School^	**1 776**	236	(13.3%)	1 540	(86.7%)
Saint Too Sear Rogers International School	**89**	26	(29.2%)	63	(70.8%)
Shatin College^	**1 201**	521	(43.4%)	680	(56.6%)
The South Island School^	**1 402**	302	(21.5%)	1 100	(78.5%)
West Island School^	**1 222**	153	(12.5%)	1 069	(87.5%)
International College Hong Kong (New Territories)	**272**	109	(40.1%)	163	(59.9%)
Total	**37 757**	**7 713**	**(20.4%)**	**30 044**	**(79.6%)**

2017/18 school year

Name of school	Total no. of students	Total no. of local students (percentage)	Total no. of non-local students (percentage)
Primary-cum-secondary			
American International School	**609**	69 (11.3%)	540 (88.7%)
American School Hong Kong	**174**	58 (33.3%)	116 (66.7%)
Australian International School Hong Kong	**1 071**	63 (5.9%)	1 008 (94.1%)
Canadian International School	**1 566**	265 (16.9%)	1 301 (83.1%)
Carmel School	**280**	15 (5.4%)	265 (94.6%)
Chinese International School	**1 458**	383 (26.3%)	1 075 (73.7%)
Christian Alliance International School	**1 268**	691 (54.5%)	577 (45.5%)
Christian Alliance PC Lau Memorial International School (Note 3)	**/**	/ /	/ /
Delia School of Canada	**1 387**	98 (7.1%)	1 289 (92.9%)
Discovery Bay International School	**881**	38 (4.3%)	843 (95.7%)
German Swiss International School (English)	**789**	171 (21.7%)	618 (78.3%)
German Swiss International School (German)	**332**	5 (1.5%)	327 (98.5%)
Harrow International School Hong Kong	**1 170**	394 (33.7%)	776 (66.3%)
Hong Kong Academy	**577**	57 (9.9%)	520 (90.1%)
Hong Kong International School	**2 774**	279 (10.1%)	2 495 (89.9%)
Hong Kong Japanese School	**485**	0 (0.0%)	485 (100.0%)
Kellett School	**1 247**	100 (8.0%)	1 147 (92.0%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	**879**	517 (58.8%)	362 (41.2%)
Korean International School (English)	**433**	185 (42.7%)	248 (57.3%)
Korean International School (Korean)	**114**	0 (0.0%)	114 (100.0%)
Lycée Francais International (English)	**647**	55 (8.5%)	592 (91.5%)
Lycée Francais International (French)	**1 855**	2 (0.1%)	1 853 (99.9%)
Nord Anglia International School, HK	**888**	195 (22.0%)	693 (78.0%)
Singapore International School(Hong Kong)	**1 182**	375 (31.7%)	807 (68.3%)
The Harbour School	**296**	41 (13.9%)	255 (86.1%)
Primary			
Beacon Hill School^	**538**	182 (33.8%)	356 (66.2%)
Bradbury School^	**712**	174 (24.4%)	538 (75.6%)
Clearwater Bay School^	**720**	162 (22.5%)	558 (77.5%)
Glenealy School^	**358**	70 (19.6%)	288 (80.4%)
Japanese International School (English)	**170**	30 (17.6%)	140 (82.4%)
Japanese International School (Japanese)	**468**	2 (0.4%)	466 (99.6%)

Annex 3 (Cont'd)

Name of school	Total no. of students	Total no. of local students (percentage)		Total no. of non-local students (percentage)	
Kennedy School^	**895**	160	(17.9%)	735	(82.1%)
Kingston International School	**257**	191	(74.3%)	66	(25.7%)
Kowloon Junior School^	**899**	258	(28.7%)	641	(71.3%)
Lantau International School	**241**	14	(5.8%)	227	(94.2%)
Norwegian International School	**132**	44	(33.3%)	88	(66.7%)
Peak School^	**349**	49	(14.0%)	300	(86.0%)
Quarry Bay School^	**720**	217	(30.1%)	503	(69.9%)
Shatin Junior School^	**898**	454	(50.6%)	444	(49.4%)
International College Hong Kong Hong Lok Yuen (Primary Section)	**299**	116	(38.8%)	183	(61.2%)
The International Montessori School – an IMEF School	**544**	63	(11.6%)	481	(88.4%)
Think International School	**193**	126	(65.3%)	67	(34.7%)
Umah International Primary School	**16**	0	(0.0%)	16	(100.0%)
Yew Chung International School	**869**	625	(71.9%)	244	(28.1%)
Secondary					
Concordia International School	**79**	32	(40.5%)	47	(59.5%)
Island School^	**1 106**	335	(30.3%)	771	(69.7%)
King George V School^	**1 818**	294	(16.2%)	1 524	(83.8%)
Saint Too Sear Rogers International School	**96**	27	(28.1%)	69	(71.9%)
Shatin College^	**1 202**	565	(47.0%)	637	(53.0%)
The South Island School^	**1 429**	317	(22.2%)	1 112	(77.8%)
West Island School^	**1 210**	181	(15.0%)	1 029	(85.0%)
International College Hong Kong (New Territories)	**288**	121	(42.0%)	167	(58.0%)
Total	**38 868**	**8 865**	**(22.8%)**	**30 003**	**(77.2%)**

2018/19 school year

Name of school	Total no. of students	Total no. of local students (percentage)	Total no. of non-local students (percentage)
Primary-cum-secondary			
American International School	**600**	84 (14.0%)	516 (86.0%)
American School Hong Kong	**227**	71 (31.3%)	156 (68.7%)
Australian International School Hong Kong	**1 074**	46 (4.3%)	1 028 (95.7%)
Canadian International School	**1 608**	277 (17.2%)	1 331 (82.8%)
Carmel School	**293**	11 (3.8%)	282 (96.2%)
Chinese International School	**1 431**	398 (27.8%)	1 033 (72.2%)
Christian Alliance International School	**1 393**	704 (50.5%)	689 (49.5%)
Delia School of Canada	**1 201**	119 (9.9%)	1 082 (90.1%)
Discovery Bay International School	**937**	24 (2.6%)	913 (97.4%)
German Swiss International School (English)	**798**	190 (23.8%)	608 (76.2%)
German Swiss International School (German)	**368**	8 (2.2%)	360 (97.8%)
Harrow International School Hong Kong	**1 254**	437 (34.8%)	817 (65.2%)
Hong Kong Academy	**562**	60 (10.7%)	502 (89.3%)
Hong Kong International School	**2 825**	335 (11.9%)	2 490 (88.1%)
Hong Kong Japanese School	**489**	1 (0.2%)	488 (99.8%)
Kellett School	**1 255**	104 (8.3%)	1 151 (91.7%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	**898**	538 (59.9%)	360 (40.1%)
Korean International School (English)	**523**	256 (48.9%)	267 (51.1%)
Korean International School (Korean)	**103**	0 (0.0%)	103 (100.0%)
Lycée Francais International (English)	**705**	61 (8.7%)	644 (91.3%)
Lycée Francais International (French)	**1 798**	2 (0.1%)	1 796 (99.9%)
Malvern College Hong Kong	**398**	153 (38.4%)	245 (61.6%)
Nord Anglia International School, HK	**958**	215 (22.4%)	743 (77.6%)
Singapore International School(Hong Kong)	**1 254**	398 (31.7%)	856 (68.3%)
The Harbour School	**345**	53 (15.4%)	292 (84.6%)
Primary			
Beacon Hill School^	**540**	234 (43.3%)	306 (56.7%)
Bradbury School^	**717**	196 (27.3%)	521 (72.7%)
Clearwater Bay School^	**720**	202 (28.1%)	518 (71.9%)
Glenealy School^	**351**	63 (17.9%)	288 (82.1%)
Japanese International School (English)	**172**	30 (17.4%)	142 (82.6%)
Japanese International School (Japanese)	**446**	2 (0.4%)	444 (99.6%)

Annex 3 (Cont'd)

Name of school	Total no. of students	Total no. of local students (percentage)	Total no. of non-local students (percentage)
Kennedy School^	**895**	174 (19.4%)	721 (80.6%)
Kingston International School	**257**	192 (74.7%)	65 (25.3%)
Kowloon Junior School^	**896**	300 (33.5%)	596 (66.5%)
Lantau International School	**239**	21 (8.8%)	218 (91.2%)
Norwegian International School	**136**	42 (30.9%)	94 (69.1%)
Peak School^	**355**	53 (14.9%)	302 (85.1%)
Quarry Bay School^	**719**	249 (34.6%)	470 (65.4%)
Shatin Junior School^	**898**	495 (55.1%)	403 (44.9%)
International College Hong Kong Hong Lok Yuen	**292**	115 (39.4%)	177 (60.6%)
The International Montessori School – an IMEF School	**584**	34 (5.8%)	550 (94.2%)
Think International School	**185**	119 (64.3%)	66 (35.7%)
Umah International Primary School	**8**	1 (12.5%)	7 (87.5%)
Yew Chung International School	**904**	567 (62.7%)	337 (37.3%)
Shrewsbury International School	**238**	106 (44.5%)	132 (55.5%)
Secondary			
Concordia International School	**89**	35 (39.3%)	54 (60.7%)
Island School^	**1 174**	404 (34.4%)	770 (65.6%)
King George V School^	**1 814**	343 (18.9%)	1 471 (81.1%)
Saint Too Sear Rogers International School	**81**	22 (27.2%)	59 (72.8%)
Shatin College^	**1 249**	621 (49.7%)	628 (50.3%)
The South Island School^	**1 432**	348 (24.3%)	1 084 (75.7%)
West Island School^	**1 211**	194 (16.0%)	1 017 (84.0%)
International College Hong Kong (New Territories)	**299**	146 (48.8%)	153 (51.2%)
Total	**40 198**	**9 853 (24.5%)**	**30 345 (75.5%)**

Notes:

(1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.

(2) Schools under the English Schools Foundation are indicated by (^).

Annex 4

Percentage increase of median annual tuition fees[(1)] charged by international schools in the 2016/17 to 2018/19 school years

Name of school	Percentage increase of median annual tuition fees over the preceding year					
	2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Primary-cum-secondary						
American International School	5.1%	5.0%	0.0%	0.0%	9.5%	10.3%
American School Hong Kong[(2)]	-	-	2.8%	-	3.1%	3.0%
Australian International School Hong Kong	5.7%	5.7%	5.5%	5.5%	3.0%	3.0%
Canadian International School	4.8%	4.8%	5.0%	4.7%	8.0%	4.9%
Carmel School	5.0%	5.0%	5.0%	5.0%	5.1%	5.1%
Chinese International School	6.5%	6.5%	6.0%	6.0%	6.4%	6.4%
Christian Alliance International School[(3)]	-	-	-	-	9.7%	9.3%
Christian Alliance PC Lau Memorial International School[(4)]	2.3%	2.4%	-	-	-	-
Delia School of Canada	3.8%	3.6%	0.0%	0.0%	4.5%	4.3%
Discovery Bay International School	5.0%	5.0%	3.1%	3.0%	5.1%	5.1%
German Swiss International School (English)	6.0%	6.0%	3.5%	3.5%	4.8%	3.5%
German Swiss International School (German)	6.0%	6.0%	3.5%	3.5%	4.8%	3.5%
Harrow International School Hong Kong	2.0%	2.0%	4.0%	4.0%	0.0%	0.0%
Hong Kong Academy	5.4%	4.7%	3.9%	3.9%	3.9%	3.9%
Hong Kong International School	3.9%	3.9%	4.0%	3.0%	3.9%	3.9%
Hong Kong Japanese School	12.5%	14.3%	2.8%	10.0%	2.7%	2.3%
Kellett School	5.0%	5.0%	4.5%	4.5%	4.5%	4.5%
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	3.4%	3.1%	3.9%	3.0%	3.8%	3.8%
Korean International School (English)	0.0%	0.0%	9.5%	9.0%	3.1%	3.0%
Korean International School (Korean)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lycée Francais International (English)	8.0%	8.0%	3.8%	3.0%	4.0%	4.0%
Lycée Francais International (French)	8.0%	8.0%	0.6%	3.0%	4.0%	4.0%
Malvern College Hong Kong[(5)]	-	-	-	-	-	-
Nord Anglia International School, HK	2.0%	2.0%	6.5%	6.5%	4.5%	4.5%
Singapore International School (Hong Kong)	4.4%	5.3%	0.0%	5.0%	3.4%	4.8%
The Harbour School [(6)]	8.0%	-	6.5%	5.0%	5.8%	7.0%

Name of school	Percentage increase of median annual tuition fees over the preceding year		
	2016/17	**2017/18**	**2018/19**
Primary			
Japanese International School (English)	8.0%	5.0%	3.5%
Japanese International School (Japanese)	12.5%	2.8%	2.7%
Kingston International School	5.0%	4.7%	4.5%
Lantau International School	0.0%	0.0%	3.3%
Norwegian International School	5.1%	5.1%	7.0%
Shrewsbury International School(5)	-	-	-
International College Hong Kong Hong Lok Yuen	4.0%	3.8%	3.1%
The International Montessori School – an IMEF School	7.6%	4.0%	3.9%
Think International School	5.1%	4.8%	3.9%
Umah International Primary School	0.0%	0.0%	0.0%
Yew Chung International School	5.0%	2.5%	0.0%
Secondary			
Concordia International School	17.9%	3.5%	2.6%
Saint Too Sear Rogers International School	0.0%	0.0%	8.9%
International College Hong Kong (New Territories)	4.1%	2.5%	2.5%
Schools under the English Schools Foundation (ESF)(7)			
Primary school (without subvention)	-	5.8%	4.4%
Primary school (with subvention)	6.1%	6.8%	5.3%
Secondary school (with subvention)	4.6%	6.2%	4.5%

Notes:

(1) In deriving the median, the annual tuition fee chargeable for each grade by the school concerned is counted only once, irrespective of the number of students enrolled.

(2) The American School Hong Kong started to operate primary classes and secondary classes in August 2016 and 2017 respectively.

(3) A school site in Cheung Sha Wan was allocated to the Christian Alliance International School Limited in 2009 for development of a new school named Christian Alliance International School, which opened in August 2017 to operate primary and secondary classes.

(4) Operation of the Christian Alliance PC Lau Memorial International School is temporarily suspended for renovation starting from the 2017/18 school year. Its students have since been transferred to the Christian Alliance International School to continue their study.

(5) The newly-established Malvern College Hong Kong and Shrewsbury International School started operation in 2018.

(6) The Harbour School opened in 2007 to operate primary classes. It started to operate secondary classes in 2016.

(7) The Government started phasing out its recurrent subvention to ESF in the 2016/17 school year. Since then, the ESF has collected school fees at different rates from students studying in ESF schools. In other words, starting from the 2016/17 cohort of Primary 1 students admitted to ESF schools, the school fee payable is no longer subsidised by the Government.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4308)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the student enrolment of the self-financing undergraduate programmes offered by each local institution in the past 3 years, with a breakdown according to the self-financing undergraduate programmes offered by each of the 8 funded universities and their extension arms and by each of the institutions other than these 8 funded universities.

2. Please provide the respective total amount of application fees and enrolment deposits collected by self-financing post-secondary institutions (with a separate item on the non-refundable enrolment deposits paid by students who subsequently declined offers) in the past 3 academic years, with a breakdown by academic year and institution.

3. Please provide the respective number of places and actual student intake of self-financing post-secondary institutions in the past 3 academic years, with a breakdown by institution and programme type (e.g. sub-degree, top-up degree and degree programmes).

4. For the past 3 years, please provide:
   (a) the percentage increase of tuition fees for self-financing programmes offered by each institution; and
   (b) the number of students that applied for the $30,000 subsidy applicable to self-financing undergraduate programmes.

5. Please advise of the increase or decrease in the number of self-financing undergraduate programmes offered by each local institution in the past 3 academic years, with a breakdown according to the self-financing undergraduate programmes offered by each of the 8 funded universities and their extension arms and by each of the institutions other than these 8 funded universities.
   (a) Please give a list of programmes that each self-financing institution ceased to offer in the past 3 years, with reasons for not offering these programmes.

(b) Further to the question above, please advise of the number of students affected by each programme.

6. Please provide the amount of surplus generated/deficit incurred as a result of the operation of self-financing programmes offered by departments under each funded institution in each of the past 3 academic years.

7. The Government has granted start-up loans to various post-secondary institutions over the past 5 years. What is the current loan/repayment position of each institution?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 52)

Reply:

1. The number of student enrolment in full-time locally-accredited self-financing undergraduate programmes from the 2016/17 to 2018/19 academic years is set out by institution at **Annex A**.

2. Post-secondary institutions that are not covered by the Joint University Programmes Admissions System (JUPAS) generally adopt common application procedures and admission arrangements now. The Education Bureau (EDB) has not gathered information on the total amount of application fees and enrolment deposits collected for full-time locally-accredited self-financing sub-degree and undergraduate programmes by institutions from the 2016/17 to 2018/19 academic years.

3. The respective estimated intake places and actual intakes of full-time locally-accredited self-financing sub-degree, first-year-first-degree (FYFD) and top-up degree programmes from the 2016/17 to 2018/19 academic years are set out by institutions at **Annexes B1 and B2**.

4. (a) The respective average annual tuition fees of full-time locally-accredited self-financing sub-degree, FYFD and top-up degree programmes from the 2016/17 to 2018/19 academic years are set out by institutions at **Annex C**.

(b) The Government has, starting from the 2017/18 academic year, implemented the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong. A total of 20 392 and 16 661 students applied for the subsidy in the 2017/18 and 2018/19 academic years respectively.

5. Based on the information provided by self-financing post-secondary institutions for publication on EDB's Concourse for Self-financing Post-secondary Education (the Concourse), a list of full-time locally-accredited self-financing undergraduate and top-up degree programmes that were removed from the Concourse from the 2016/17 to 2018/19 academic years is shown at **Annex D**. We do not have information on institutions' reasons for removing these programmes from the Concourse and do not have statistical information related to item 5(b).

6. According to the information provided by the eight University Grants Committee-funded universities, the respective amount of surplus generated/deficit incurred as a result of the operation of self-financing programmes from the 2015/16 to 2017/18 academic years is set out at **Annex E**. Information for the 2018/19 academic year is not yet available.

7. The Government launched the Start-up Loan Scheme (SLS) in 2001 to provide interest-free loans to support non-profit-making self-financing post-secondary institutions in developing new college premises and/or reprovisioning existing premises operating in sub-optimal environment. Loans granted under SLS should be repaid by equal instalments over 10 years from the date of the final drawdown, save for cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years. As at February 2019, 40 loans amounting to a total of about $7.7 billion were approved. 19 loans have been fully repaid and the total amount of outstanding loan is about $3.7 billion. Details of the approved loans and loan repayment are given at **Annex F**.

Annex A

Number of student enrolment in full-time locally-accredited self-financing undergraduate[1] programmes by institution from 2016/17 to 2018/19 academic years

Institution	Academic year		
	2016/17	2017/18	2018/19 [2]
Caritas Institute of Higher Education	1 095	1 269	1 374
Centennial College	371	212	136
Cha Hai College of Higher Education	974	821	625
City University of Hong Kong and its School of Continuing and Professional Education/Community College of City University/UOW College Hong Kong	1 245	1 368	1 383
Gratia Christian College	60	77	97
The Hang Seng University of Hong Kong	4 531	4 869	4 737
Hong Kong Art School	104	98	91
Hong Kong Baptist University and its School of Continuing Education/College of International Education	2 175	2 213	2 363
HKCT Institute of Higher Education	@	@	@
Hong Kong Institute of Technology	300	349	376
Hong Kong Nang Yan College of Higher Education	50	47	80
Hong Kong Shue Yan University	4 454	4 151	4 114
SCAD Hong Kong	553	583	648
School of Continuing and Professional Studies, The Chinese University of Hong Kong	165	98	90
The Education University of Hong Kong	1 439	1 344	1 182
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development	3 500	3 110	2 644
The Hong Kong University of Science and Technology	120	142	144

Institution	Academic year		
	2016/17	**2017/18**	**2018/19** [2]
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	9 233	9 113	9 368
HKU School of Professional and Continuing Education	804	507	392
Tung Wah College	1 975	1 935	2 053
Vocational Training Council	4 449	4 954	5 174
Yew Chung College of Early Childhood Education	-	-	32

Notes:

1. Figures include students of first-year-first-degree programmes, top-up degree programmes and those receiving subsidy under the Study Subsidy Scheme for Designated Professions/Sectors.
2. Provisional figures as at end of December 2018. The final actual intakes may vary.

「-」 Denotes no such pogrammes are offered.

「@」 Figures are not available from the institution.

Annex B1

Estimated intake places of
full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes by institution
from 2016/17 to 2018/19 academic years

Institution	2016/17 academic year				2017/18 academic year				2018/19 academic year			
	Estimated intake place				Estimated intake place				Estimated intake place			
	Sub-degree	First-year-first degree[1]	Top-up degree	Total	Sub-degree	First-year-first degree[1]	Top-up degree	Total	Sub-degree	First-year-first degree[1]	Top-up degree	Total
Caritas Bianchi College of Careers	185	-	-	185	260	-	-	260	200	-	-	200
Caritas Institute of Community Education	132	-	-	132	120	-	-	120	138	-	-	138
Caritas Institute of Higher Education	195	330	325	850	180	360	190	730	140	300	60	500
Centennial College	-	440	320	760	-	145	105	250	-	50	80	130
Chu Hai College of Higher Education	-	1 040	-	1 040	-	1 040	-	1 040	-	632	198	830
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University/UOW College Hong Kong	2 900	380	1 615	4 895	2 900	390	850	4 140	2 700	600	900	4 200
Gratia Christian College	-	180	-	180	-	100	80	180	60	100	80	240
The Hang Seng University of Hong Kong	-	1 300	260	1 560	-	1 210	295	1 505	-	1 210	350	1 560
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 960	-	-	1 960	1 700	-	-	1 700	1 430	-	-	1 430

Institution	2016/17 academic year				2017/18 academic year				2018/19 academic year			
	Estimated intake place				Estimated intake place				Estimated intake place			
	Sub-degree	First-year-first degree[1]	Top-up degree	Total	Sub-degree	First-year-first degree[1]	Top-up degree	Total	Sub-degree	First-year-first degree[1]	Top-up degree	Total
Hong Kong Art School	50	65	-	115	50	65	-	115	50	65	-	115
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	1 993	120	1 365	3 478	1 865	120	1 090	3 075	1 595	300 [2]	961	2 856
Hong Kong College of Technology and HKCT Institute of Higher Education	275	15	25	315	220	15	25	260	200	15	30	245
Hong Kong Institute of Technology	200	150	191	541	200	50	100	350	200	50	100	350
Hong Kong Nang Yan College of Higher Education	60	180	100	340	40	80	50	170	-	120	25	145
Hong Kong Shue Yan University	-	1 245	-	1 245	-	950	-	950	-	980	185	1 165
The Community College at Lingnan University and Lingnan Institute of Further Education	650	-	-	650	528	-	-	528	525	-	-	525
SCAD Hong Kong	-	300	-	300	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 210	-	455	1 665	1 052	-	200	1 252	1 050	-	200	1 250
The Education University of Hong Kong	-	334	140	474	-	293	229	522	-	221	200	421

Institution	2016/17 academic year				2017/18 academic year				2018/19 academic year			
	Estimated intake place				Estimated intake place				Estimated intake place			
	Sub-degree	First-year-first degree[1]	Top-up degree	Total	Sub-degree	First-year-first degree[1]	Top-up degree	Total	Sub-degree	First-year-first degree[1]	Top-up degree	Total
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 675	-	2 158	5 833	4 200	-	1 755	5 955	4 840	-	1 400	6 240
The Hong Kong University of Science and Technology	-	45	-	45	-	45	-	45	-	50	-	50
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 080	1 710	1 050	3 840	1 080	1 710	1 359	4 149	985	1 963	1 126	4 074
HKU School of Professional and Continuing Education and HKU SPACE Community College	2 800	85	507	3 392	2 500	85	337	2 922	3 500	120	145	3 765
Tung Wah College	310	660	320	1 290	460	605	230	1 295	380	655	340	1 375
Vocational Training Council	2 610	1 010	2 978	6 598	1 700	740	2 460	4 900	1 425	866	2 563	4 854
Yew Chung College of Early Childhood Education	120	-	-	120	120	-	-	120	120	30	-	150
YMCA College of Careers	80	-	-	80	70	-	-	70	30	-	-	30

Notes:
Figures are provided by institutions for planning of intakes. They are not necessarily the intake target of individual institutions or the maximum number of intake places.
[1] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors.
[2] Figures include places of part-time programmes of the institution concerned.
"-" Denotes no such programmes were offered.

Annex B2

Actual intakes of
full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes by institution
from 2016/17 to 2018/19 academic years

Institution	2016/17 academic year				2017/18 academic year				2018/19 academic year			
	Actual intake				Actual intake				Actual intake[1]			
	Sub-degree	First-year-first degree[2]	Top-up degree	Total	Sub-degree	First-year-first degree[2]	Top-up degree	Total	Sub-degree	First-year-first degree[2]	Top-up degree	Total
Caritas Bianchi College of Careers	128	-	-	128	192	-	-	192	110	-	-	110
Caritas Institute of Community Education	90	-	-	90	72	-	-	72	65	-	-	65
Caritas Institute of Higher Education	158	277	105	540	122	288	97	507	162	290	70	522
Centennial College	-	25	10	35	-	34	28	62	-	21	16	37
Chu Hai College of Higher Education	-	165	-	165	-	146	72	218	-	115	65	180
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University/UOW College Hong Kong	3 337	227	676	4 240	2 870	245	547	3 662	2 790	251	528	3 569
Gratia Christian College	-	17	-	17	6	21	-	27	14	24	1	39
The Hang Seng University of Hong Kong	-	1 166	233	1 399	-	1 073	311	1 384	-	934	505	1 439
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 111	-	-	1 111	835	-	-	835	971	-	-	971

Institution	2016/17 academic year				2017/18 academic year				2018/19 academic year			
	Actual intake				Actual intake				Actual intake[1]			
	Sub-degree	First-year-first degree[2]	Top-up degree	Total	Sub-degree	First-year-first degree[2]	Top-up degree	Total	Sub-degree	First-year-first degree[2]	Top-up degree	Total
Hong Kong Art School	36	37	-	73	31	40	-	71	38	@	-	38
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	1 871	137	898	2 906	1 601	168	835	2 604	1 897	185	816	2 898
Hong Kong College of Technology and HKCT Institute of Higher Education	206	@	@	206	194	@	@	194	220	@	@	220
Hong Kong Institute of Technology	179	58	66	303	120	53	68	241	136	50	60	246
Hong Kong Nang Yan College of Higher Education	-	13	5	18	-	6	8	14	-	48	-	48
Hong Kong Shue Yan University	-	880	-	880	-	982	268	1 250	-	965	267	1 232
The Community College at Lingnan University and Lingnan Institute of Further Education	468	-	-	468	478	-	-	478	519	-	-	519
SCAD Hong Kong	-	157	-	157	-	150	-	150	-	141	-	141
School of Continuing and Professional Studies, The Chinese University of Hong Kong	884	-	134	1 018	763	-	92	855	934	-	84	1 018
The Education University of Hong Kong	-	279	124	403	-	197	182	379	-	137	202	339

Institution	2016/17 academic year				2017/18 academic year				2018/19 academic year			
	Actual intake				Actual intake				Actual intake[1]			
	Sub-degree	First-year-first degree[2]	Top-up degree	Total	Sub-degree	First-year-first degree[2]	Top-up degree	Total	Sub-degree	First-year-first degree[2]	Top-up degree	Total
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 206	-	1 683	5 889	5 764	-	1 417	7 181	4 670	-	1 243	5 913
The Hong Kong University of Science and Technology	-	56	-	56	-	48	-	48	-	66	-	66
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	835	1 639	1 326	3 800	813	1 526	1 363	3 702	868	1 587	1 574	4 029
HKU School of Professional and Continuing Education and HKU SPACE Community College	2 685	49	241	2 975	2 264	38	181	2 483	3 498	50	126	3 674
Tung Wah College	232	348	127	707	232	371	117	720	235	450	149	834
Vocational Training Council	2 453	623	2 002	5 078	1 836	611	2 317	4 764	1 696	433	2 479	4 608
Yew Chung College of Early Childhood Education	104	-	-	104	69	-	-	69	108	12	20	140
YMCA College of Careers	28	-	-	28	21	-	-	21	8	-	-	8

Notes:

[1] Provisional figures as at end of October 2018. The final actual intakes may vary.

[2] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors.

"-" Denotes no such programmes were offered.

@ Figures are not available from the institution.

Annex C

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 2016/17 to 2018/19 academic years
(tuition fees before deduction of any applicable subsidies)

Institution	Average annual tuition fee ($)								
	2016/17 academic year			2017/18 academic year			2018/19 academic year		
	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	56,060 - 62,800	-	-	52,800 - 65,315	-	-	54,070 - 66,885	-	-
Caritas Institute of Community Education	47,250 - 53,250	-	-	52,000 - 54,600	-	-	54,600 - 56,250	-	-
Caritas Institute of Higher Education	56,060 - 60,730	69,105 - 101,640	70,580 - 71,970	63,165	72,565 - 104,720	72,837 - 75,575	56,250 - 64,680	74,305 - 107,240	74,583 - 77,385
Centennial College	-	94,000	99,000	-	94,000	99,000	-	94,000	99,000
Chu Hai College of Higher Education	-	71,500	-	-	71,500	72,333 - 74,000	-	71,500	72,333 - 74,000
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University/UOW College Hong Kong	47,250 - 83,900	73,200	69,881 - 101,280	47,250 - 83,900	76,800 - 120,000	72,313 - 105,300	50,400 - 84,950	79,800 - 120,000	80,000 - 109,800
Gratia Christian College	-	62,500	-	61,500	65,500	68,000	63,500	65,500 - 66,500	68,000
The Hang Seng University of Hong Kong	-	79,800	81,466 - 84,800	-	82,600	84,333 - 87,800	-	85,500	87,267 - 90,800

Institution	Average annual tuition fee ($)								
	2016/17 academic year			2017/18 academic year			2018/19 academic year		
	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
HKU SPACE Po Leung Kuk Stanley Ho Community College	55,000	-	-	55,000	-	-	55,000	-	-
Hong Kong Art School	49,500	86,700	-	51,975	91,040	-	53,535	93,220	-
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	47,250 - 57,000	58,720	78,000 - 158,000	47,250 - 57,000	58,720	78,000 - 158,000	47,250 - 57,000	58,720	82,500 - 158,000
Hong Kong College of Technology and HKCT Institute of Higher Education	49,880 - 56,760	66,000	66,000	50,880 - 59,070	67,250	70,500	52,360 - 62,700	69,225 - 84,790	72,550 - 86,180
Hong Kong Institute of Technology	42,000 - 65,000	58,800	58,800	42,000 - 65,000	58,800	58,800	42,000 - 65,000	59,880	59,880
Hong Kong Nang Yan College of Higher Education	41,000	65,000 - 71,000	65,000 - 79,000	41,000	65,000 - 71,000	65,000 - 79,000	-	66,500 - 77,000	66,500 - 80,800
Hong Kong Shue Yan University	-	60,000	-	-	68,000	68,000	-	69,300	69,300
The Community College at Lingnan University and Lingnan Institute of Further Education	50,000 - 52,500	-	-	51,500 - 64,800	-	-	53,100 - 66,800	-	-
SCAD Hong Kong	-	281,014	-	-	286,763	-	-	292,514	-

Institution	Average annual tuition fee ($)								
	2016/17 academic year			2017/18 academic year			2018/19 academic year		
	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	48,038 - 72,760	-	90,000 - 127,800	50,200 - 76,245	-	90,000 - 127,800	51,770 - 78,660	-	91,200 - 127,800
The Education University of Hong Kong	-	75,000 - 84,000	75,000 - 85,800	-	78,000 - 88,500	75,750 - 88,500	-	98,000	98,000 - 107,800
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	52,500 - 62,475	-	67,500 - 120,000	54,300 - 64,605	-	69,900 - 92,385	55,950 - 66,563	-	72,000 - 95,220
The Hong Kong University of Science and Technology	-	251,649	-	-	256,613	-	-	260,000	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	53,700 - 82,575	65,480 - 115,600	65,475 - 100,738	56,400 - 86,670	71,360 - 115,920	71,360 - 109,785	59,400 - 90,990	73,070 - 118,700	73,070 - 127,268
HKU School of Professional and Continuing Education and HKU SPACE Community College	55,000 - 76,000	53,600	49,900 - 110,700	55,000 - 76,000	55,200	54,900 - 110,700	55,000 - 76,000	56,800	54,900 - 110,700

Institution	Average annual tuition fee ($)								
	2016/17 academic year			2017/18 academic year			2018/19 academic year		
	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
Tung Wah College	54,000 - 88,150	62,250 - 115,600	42,000 - 109,475	54,000 - 88,150	63,495 - 129,030	72,990 - 109,475	55,700 - 90,800	65,025 – 135,482	71,600 - 112,767
Vocational Training Council	52,200 - 53,400	71,280 - 92,730	62,800 - 94,750	54,400 - 55,600	74,250 - 96,690	63,080 - 98,550	55,400 - 56,600	80,355 – 104,445	64,296 - 103,125
Yew Chung College of Early Childhood Education	67,000	-	-	69,000	-	-	71,000	85,000	85,000
YMCA College of Careers	45,000 - 49,500	-	-	47,500 - 52,000	-	-	53,500	-	-

Note:
"-" Denotes no such programmes were offered.

Annex D

List of full-time locally-accredited self-financing undergraduate programmes removed by institutions from the Education Bureau's Concourse for Self-financing Post-secondary Education from 2016/17 to 2018/19 academic years

Academic year	Institution	Name of programme
2016/17	Chu Hai College of Higher Education	Bachelor of Architecture (Honours)
	Chu Hai College of Higher Education	Bachelor of Business Administration (Hons) in Business Information Systems
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	Bachelor of Commerce (Accounting)
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	Bachelor of Digital Media (Graphic Design)
	The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance
	The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Business Administration
2017/18	Chu Hai College of Higher Education	Bachelor of Arts (Hons) in Chinese for Professional Application
	The Open University of Hong Kong	Bachelor of Business Administration with Honours in Business Intelligence and Analytics (Full-time)
	The Open University of Hong Kong	Bachelor of Science in Testing Science (Full-time)
	The Open University of Hong Kong	Bachelor of Business Administration in China Business (in Chinese) - Year 3 Entry
	The Open University of Hong Kong	Bachelor of Science in Testing and Certification (Full-time) - Year 2 Entry
	The Open University of Hong Kong	Bachelor of Science in Testing and Certification (Full-time) - Year 3 Entry
	The Open University of Hong Kong	Bachelor of Science (Hons) in Web Technologies (Full-time) - Year 3 Entry
	The Open University of Hong Kong	Bachelor of Science with Honours in Statistical Analysis (Full-time) - Year 3 Entry
	The Hong Kong Polytechnic University	Bachelor of Engineering (Honours) in Product Engineering with Marketing

Academic year	Institution	Name of programme
	The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Chemical Technology
	The Hong Kong Polytechnic University	Bachelor of Engineering (Honours) in Building Services Engineering
	Tung Wah College	Bachelor of Health Science (Honours) in Nursing (Post-Registration)
2018/19	The City University of Hong Kong – School of Continuing and Professional Education	BA (Hons) Accounting and Finance
	The City University of Hong Kong – School of Continuing and Professional Education	BA (Hons) Hospitality and Service Management
	The City University of Hong Kong – School of Continuing and Professional Education	BA (Hons) International Business Management
	HKCT Institute of Higher Education	Bachelor of Social Sciences (Hons) in Social Development Studies
	Hong Kong Baptist University – School of Continuing Education	Bachelor of Commerce (Accounting)
	Hong Kong Baptist University – School of Continuing Education	Bachelor of Communication and Media
	Hong Kong Baptist University – School of Continuing Education	Bachelor of Psychological Science
	The Education University of Hong Kong	Bachelor of Arts (Honours) in Education for Sustainability
	The Education University of Hong Kong	Bachelor of Arts (Honours) in Human and Organizational Development
	The Education University of Hong Kong	Bachelor of Science Education (Honours) (Science and Web Technology)
	The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Convention and Event Management
	The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Hotel Management
	The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Tourism Management
	The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Science with Honours in Psychology - Year 2 Entry
	The University of Hong Kong – HKU SPACE	Bachelor of Arts (Honours) in Sport Development with Coaching
	The University of Hong Kong– HKU SPACE	Bachelor of Arts (with Honours) in Festival and Event Management
	The University of Hong Kong– HKU SPACE	Bachelor of Arts (with Honours) in Financial Services

Academic year	Institution	Name of programme
	Vocational Training Council – School for Higher and Professional Education	BSc (Hons) Environmental Management

Annex E

Surplus/Deficit from operation of self-financing programmes offered by University Grants Committee-funded universities [Note] **from 2015/16 to 2017/18 academic years**

University	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) ($ million)								
2015/16	169	38	0	125	40	(28)	123	219
2016/17	161	56	3	142	42	(34)	90	270
2017/18	172	64	14	194	42	84	160	205

Source: Information provided by University Grants Committee-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Note:

The financial information set out in this annex covers both the self-financing programmes offered within the university proper and those provided by other self-financing operations.

Annex F

List of loans approved under Start-up Loan Scheme for post-secondary education providers (as at 28 February 2019)

No.	Applicant	Operator	Approved loan amount ($)	Outstanding loan amount ($) (Note)	Date of final repayment
1	The University of Hong Kong	HKU School of Professional and Continuing Education	35,402,000	0	July 2012
2	The University of Hong Kong*	HKU School of Professional and Continuing Education	176,124,000	16,257,600	March 2022
3	Hong Kong Baptist University	School of Continuing Education	86,201,000	0	May 2012
4	The Hong Kong Polytechnic University	Hong Kong Community College	32,700,000	0	July 2013
5	Lingnan University	The Community College at Lingnan University	10,597,000	0	July 2013
6	Lingnan University*	The Community College at Lingnan University	205,735,000	41,146,994	April 2024
7	The Hong Kong Institute of Education	School of Continuing and Professional Education	15,000,000	0	April 2013
8	The Chinese University of Hong Kong	School of Continuing and Professional Studies	135,274,000	0	September 2012
9	Caritas – Hong Kong	Caritas Bianchi College of Careers	15,000,000	0	September 2012
10	City University of Hong Kong	Community College of City University	44,756,000	0	July 2013
11	Vocational Training Council	School of Business and Information Systems	266,400,000	0	March 2012
12	International Education and Academic Exchange Foundation Company Limited	Hong Kong Institute of Technology	7,148,000	0	February 2013

No.	Applicant	Operator	Approved loan amount ($)	Outstanding loan amount ($) (Note)	Date of final repayment
13	Education and Learning Institute (Hong Kong) Limited	The Hong Kong Learning Community College	4,000,000	0	September 2005
14	The University of Hong Kong*	HKU School of Professional and Continuing Education	279,256,000	99,291,020	September 2026
15	Hong Kong Baptist University*	School of Continuing Education	359,200,000	127,715,550	February 2027
16	Caritas – Hong Kong*	Caritas Bianchi College of Careers	188,000,000	94,000,000	January 2029
17	The Hong Kong Polytechnic University*	Hong Kong Community College and the Hong Kong Polytechnic University	424,714,000	212,357,000	November 2028
18	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College*#	The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	346,050,000	123,040,000	January 2027
19	The Hong Kong Polytechnic University*	Hong Kong Community College and the Hong Kong Polytechnic University	458,100,000	251,955,000	September 2029
20	City University of Hong Kong*	Community College of City University and City University of Hong Kong	599,500,000	0	August 2013
21	Po Leung Kuk*	HKU SPACE Po Leung Kuk Community College	254,000,000	0	January 2019
22	The Open University of Hong Kong	The Open University of Hong Kong	120,000,000	0	October 2018
23	HKCT Group Limited	Hong Kong College of Technology	10,875,000	0	September 2012
24	Hang Seng School of Commerce	Hang Seng Management College	32,400,000	0	January 2018
25	The Chinese University of Hong Kong	School of Continuing and Professional Studies	22,743,000	0	November 2017

No.	Applicant	Operator	Approved loan amount ($)	Outstanding loan amount ($) (Note)	Date of final repayment
26	Hong Kong Arts Centre	Hong Kong Art School	5,500,000	550,000	September 2019
27	HKCT Group Limited	Hong Kong College of Technology	29,000,000	5,800,000	December 2020
28	The University of Hong Kong	HKU School of Professional and Continuing Education	40,344,000	0	August 2017
29	Chu Hai College of Higher Education	Chu Hai College of Higher Education	350,000,000	280,000,000	July 2026
30	The Open University of Hong Kong	The Open University of Hong Kong	317,000,000	158,500,000	February 2024
31	Hang Seng School of Commerce	Hang Seng Management College	308,000,000	123,200,000	February 2023
32	International Education and Academic Exchange Foundation Company Limited	Hong Kong Institute of Technology	11,000,000	0	May 2016
33	The Chinese University of Hong Kong	School of Continuing and Professional Studies	40,000,000	16,000,000	February 2023
34	Caritas – Hong Kong	Caritas Institute of Higher Education	300,000,000	240,000,000	February 2027
35	Vocational Training Council	Technological and Higher Education Institute of Hong Kong	670,000,000	603,000,000	October 2027
36	Hong Kong Arts Centre	Hong Kong Art School	2,500,000	1,250,000	January 2024
37	Hang Seng School of Commerce	Hang Seng Management College	800,000,000	640,000,000	September 2026
38	HKCT Group Limited	Hong Kong College of Technology and HKCT Institute of Higher Education	30,000,000	21,000,000	October 2025
39	Chu Hai College of Higher Education	Chu Hai College of Higher Education	250,000,000	250,000,000	April 2028

No.	Applicant	Operator	Approved loan amount ($)	Outstanding loan amount ($) (Note)	Date of final repayment
40	The Open University of Hong Kong	The Open University of Hong Kong	400,000,000	400,000,000	Subject to the date of final drawdown
		Total	**7,682,519,000**	**3,705,063,164**	

Note: Outstanding loan amount is the approved loan amount (i.e. including the amount approved but not yet disbursed to institutions) less repayment from institutions.

* Loans with approval granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years.

\# Transfer of loan to Tung Wah Group of Hospitals was approved by the Education Bureau in July 2012.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4310)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding kindergarten education, would the Education Bureau provide the following information on each of the 18 District Council districts:

1. the number of kindergartens that have joined the Free Quality Kindergarten Education Scheme (Scheme);

2. the number of kindergartens that have not joined the Scheme;

3. the existing number of kindergarten students in each grade in the territory (please give separate figures for kindergartens that have joined the Scheme and those that have not joined the Scheme);

4. the number of students in each grade receiving half-day/whole-day/long whole-day service in kindergartens that have joined the Scheme; and

5. the number of students in each grade receiving half-day/whole-day/long whole-day service in kindergartens that have not joined the Scheme?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 54)

Reply:

The respective number of kindergartens (KGs) that have and have not joined the kindergarten education scheme (Scheme) in the 2018/19 school year by District Council district is tabulated at Appendix 1.

The number of students studying in KGs that have joined the Scheme by District Council district, grade and type of session is tabulated at Appendix 2.

The number of students studying in KGs that have not joined the Scheme by District Council district, grade and type of session is tabulated at Appendix 3.

Appendix 1

Number of KGs that have and have not joined the Scheme
by District Council district

District	Number of KGs that have joined the Scheme	Number of KGs that have not joined the Scheme	
		Local non-profit-making KGs	Private independent and non-local KGs
Central & Western	24	1	22
Wan Chai	14	6	11
Eastern	56	2	25
Southern	19	0	21
Sham Shui Po	42	2	7
Yau Tsim Mong	27	1	13
Kowloon City	45	9	47
Wong Tai Sin	45	1	2
Kwun Tong	72	0	4
Tsuen Wan	33	0	8
Tuen Mun	59	2	7
Yuen Long	70	0	8
North	43	0	5
Tai Po	24	1	12
Sha Tin	59	1	21
Sai Kung	41	0	23
Islands	23	0	12
Kwai Tsing	57	0	6

Note: Private independent and non-local KGs are ineligible for joining the Scheme.

Number of students studying in KGs that have joined the Scheme
by District Council district, grade and type of session in the 2018/19 school year

District	Nursery				Lower Class				Upper Class			
	Half-day session	Whole-day session	Long whole-day session	Total	Half-day session	Whole-day session	Long whole-day session	Total	Half-day session	Whole-day session	Long whole-day session	Total
Central & Western	1 170	74	230	1 474	1 016	163	263	1 442	1 027	148	261	1 436
Wan Chai	621	110	177	908	626	104	169	899	587	97	174	858
Eastern	1 532	504	331	2 367	1 514	592	392	2 498	1 382	602	387	2 371
Southern	393	186	223	802	428	187	255	870	412	157	237	806
Sham Shui Po	1 943	387	464	2 794	1 828	517	487	2 832	1 947	496	511	2 954
Yau Tsim Mong	896	124	448	1 468	950	124	484	1 558	859	138	473	1 470
Kowloon City	2 330	391	478	3 199	2 404	379	516	3 299	2 321	403	482	3 206
Wong Tai Sin	1 023	567	505	2 095	1 038	593	554	2 185	1 031	585	521	2 137
Kwun Tong	2 459	786	706	3 951	2 288	856	814	3 958	2 204	891	813	3 908
Tsuen Wan	1 389	226	365	1 980	1 489	268	408	2 165	1 367	285	348	2 000
Tuen Mun	2 404	756	475	3 635	2 295	869	519	3 683	2 225	876	527	3 628
Yuen Long	3 387	813	581	4 781	3 576	856	613	5 045	3 372	851	626	4 849
North	1 854	582	303	2 739	1 929	636	291	2 856	2 218	540	314	3 072
Tai Po	1 125	288	288	1 701	1 061	334	329	1 724	992	368	280	1 640
Sha Tin	2 560	513	577	3 650	2 508	632	687	3 827	2 422	672	651	3 745
Sai Kung	1 325	494	341	2 160	1 371	569	356	2 296	1 218	595	353	2 166
Islands	534	234	127	895	503	284	118	905	492	299	126	917
Kwai Tsing	1 827	641	572	3 040	1 811	690	606	3 107	1 760	706	543	3 009

Notes:

1. Figures reflect the position as at September of the school year.
2. Figures include nursery, lower and upper classes in KGs and kindergarten-cum-child care centres.
3. Whole-day session does not include former aided child care centres (FACs).
4. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours. All FACs offering long whole-day session have joined the Scheme.

Number of students studying in KGs that have not joined the Scheme
by District Council district, grade and type of session in the 2018/19 school year

District	Nursery			Lower Class			Upper Class		
	Half-day session	Whole-day session	Total	Half-day session	Whole-day session	Total	Half-day session	Whole-day session	Total
Central & Western	716	32	748	686	52	738	337	88	425
Wan Chai	1 493	71	1 564	1 414	70	1 484	1 091	246	1 337
Eastern	1 376	8	1 384	1 283	97	1 380	979	56	1 035
Southern	660	0	660	842	7	849	532	133	665
Sham Shui Po	344	7	351	305	8	313	301	12	313
Yau Tsim Mong	692	60	752	652	77	729	497	80	577
Kowloon City	3 851	392	4 243	4 046	448	4 494	3 460	257	3 717
Wong Tai Sin	204	5	209	197	5	202	206	8	214
Kwun Tong	77	7	84	110	4	114	117	51	168
Tsuen Wan	336	32	368	277	24	301	317	16	333
Tuen Mun	245	101	346	216	139	355	270	49	319
Yuen Long	468	27	495	452	43	495	361	29	390
North	161	6	167	105	44	149	96	59	155
Tai Po	453	72	525	369	156	525	313	101	414
Sha Tin	1 010	119	1 129	944	143	1 087	721	119	840
Sai Kung	734	43	777	723	69	792	601	145	746
Islands	351	13	364	351	128	479	135	109	244
Kwai Tsing	357	6	363	343	0	343	192	0	192

Notes:

1. Figures reflect the position as at September of the school year.
2. Figures include nursery, lower and upper classes in KGs and kindergarten-cum-child care centres.
3. Whole-day session does not include former aided child care centres (FACs).
4. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours. All FACs offering long whole-day session have joined the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5082)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Administration please inform this Committee of the total numbers of students in each grade of kindergartens, primary and secondary schools in the current school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 117)

Reply:

The numbers of students in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by grade in the 2018/19 school year are given below:

Level	Grade	Number of students
Kindergarten (including kindergarten-cum-child care centre)	K1	58 168
	K2	59 978
	K3	56 256
	K1 to K3	**174 402**
Primary	P1	66 914
	P2	64 700
	P3	61 238
	P4	60 351
	P5	60 829
	P6	58 433
	P1 to P6	**372 465**
Secondary	S1	58 140
	S2	55 603
	S3	53 637
	S4	52 793
	S5	51 728
	S6	51 206
	S7	2 391
	S1 to S7	**325 498**

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 relevant school year.

(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.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5087)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding its work in relation to the Code on Access to Information (the Code), would the Administration advise this Committee of the following:

1) For requests for information made under the Code and met in part by the Education Bureau (EDB), please set out in table form: (i) the information requested; (ii) the reasons for meeting the requests in part; and (iii) how the requests were eventually handled.

Year

(i) Information requested for requests met in part	(ii) Reasons for meeting the requests in part	(iii) How the requests were eventually handled

2) For requests for information made under the Code and refused by the EDB, please set out in table form: (i) the information requested; (ii) the reasons for refusing the requests; and (iii) how the requests were eventually handled.

Year

(i) Information requested for refused requests	(ii) Reasons for refusing the requests	(iii) How the requests were eventually handled

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 122)

Reply:

Of the requests for information under the Code on Access to Information (the Code) received by the Education Bureau during the period from January to September 2018, 4 were met in part and 3 were refused.

Regarding the 4 applications which were met in part, the applicants requested for information about cases of students' non-attendance and drop-out, statistics on recruitment exercise of Assistant Education Officer, background information of individual Direct Subsidy Scheme (DSS) schools, and information about external school review reports, results of school place allocation and information on Discretionary Places Admission of individual schools respectively. Having considered that some of the requested information involved "Management and operation of the public service", "Research, statistics and analysis" or "Third party information", we provided the applicants with part of the requested information in accordance with paragraphs 2.9, 2.13 and 2.14 of the Code respectively.

As for the 3 applications for which the requested information was not provided, the applicants requested for information about the financial status of individual DSS schools, the membership list and relevant information of the Textbook Review Panel and the vetting criteria adopted by the Panel respectively. Having considered that the requested information involved "Management and operation of the public service", "Internal discussion and advice" or "Third party information", we refused the requests in accordance with paragraphs 2.9, 2.10 and 2.14 of the Code respectively.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5090)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee the number of non-Chinese speaking students and ethnic minority students studying at different grade levels in primary schools in the 2018/19 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 151)

Reply:

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 schools in the 2018/19 school year are tabulated at Annex A and Annex B respectively. The 2 sets of data are not comparable since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

Annex A

Number of non-Chinese speaking (NCS) students studying at different grade levels in primary schools in the 2018/19 school year

Grade	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
Number of NCS students	1 698	1 672	1 676	1 642	1 619	1 542

Notes:

1. Figures refer to the position as at September 2018.
2. Figures cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures include students in public sector and Direct Subsidy Scheme primary schools, but do not include students in special schools.

Annex B

Number of non-Chinese speaking (NCS) ethnic minority students by ethnicity studying at different grade levels in primary schools in the 2018/19 school year

	P1	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	37	31	30	28	28	20
Filipino	201	198	235	211	229	236
Indian	193	153	155	173	159	155
Pakistani	493	549	538	526	570	552
Nepalese	312	321	319	346	292	262
Japanese	30	20	24	22	13	14
Thai	24	28	26	31	30	37
Korean	18	14	7	11	13	10
Other Asians	39	28	29	44	42	49
White	114	112	120	92	81	72
Others	95	99	64	74	57	54
Total	1 556	1 553	1 547	1 558	1 514	1 461

Notes:

1. Figures refer to the position as at September 2018.
2. Figures include students in public sector and Direct Subsidy Scheme primary schools, but do not include students in special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5091)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee the number of non-Chinese speaking students and ethnic minority students studying at different grade levels in secondary schools in the 2018/19 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 152)

Reply:

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 secondary schools in the 2018/19 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

Annex A

Number of non-Chinese speaking (NCS) students studying at different grade levels in secondary schools in the 2018/19 school year

Grade	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
Number of NCS students	1 743	1 685	1 615	1 662	1 491	1 285

Notes:

1. Figures refer to the position as at September 2018.
2. Figures cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures include students in public sector and Direct Subsidy Scheme secondary schools, but do not include students in special schools.

Annex B

Number of non-Chinese speaking (NCS) ethnic minority students by ethnicity studying at different grade levels in secondary schools in the 2018/19 school year

	S1	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	16	15	23	16	13	11
Filipino	228	240	241	295	260	223
Indian	237	229	217	216	210	158
Pakistani	608	576	501	586	458	396
Nepalese	232	218	261	241	217	168
Japanese	20	18	16	7	9	6
Thai	28	35	38	24	19	10
Korean	13	16	12	5	9	10
Other Asian	61	48	28	47	25	30
White	40	42	48	39	23	21
Others	129	111	96	90	53	64
Total	1 612	1 548	1 481	1 566	1 296	1 097

Notes:

1. Figures refer to the position as at September 2018.
2. Figures include students in public sector and Direct Subsidy Scheme (DSS) secondary schools (among which 1 DSS secondary school offering non-local curriculum is excluded for not having provided information on students' ethnicity). Figures do not include students in special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5093)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the numbers of non-Chinese speaking students and ethnic minority students studying in kindergartens by class level in the 2018/19 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 154)

Reply:

At present, all kindergartens (KGs) in Hong Kong are privately run. The KG sector, which comprises local and non-local KGs, can flexibly respond to parents' different demands and children's diverse needs. 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 KGs in the 2018/19 school year are tabulated at Appendix 1 and Appendix 2 respectively. Those two sets of data are not comparable since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

Number of non-Chinese speaking (NCS) students studying at different grade levels in kindergartens in the 2018/19 school year

	K1	K2	K3
Number of NCS students	4 698	4 852	3 418

Notes:

1. Figures refer to the position as at September 2018.
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.
4. The above data cover both local and non-local kindergartens.

Number of ethnic minority students studying at different grade levels in kindergartens in the 2018/19 school year

	K1	K2	K3
Indonesian	38	51	45
Filipino	198	206	223
Indian	451	448	381
Pakistani	452	468	493
Nepalese	339	334	320
Japanese	268	224	185
Thai	37	46	36
Korean	120	126	73
Other Asian	130	126	97
White	1 202	1 237	867
Others	620	695	386
Total	3 855	3 961	3 106

Notes:

1. Figures refer to the position as at September 2018.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data cover ethnic minority students regardless of their spoken language.
4. The above data cover both local and non-local kindergartens.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5094)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the number of students with disabilities enrolled in sub-degree and undergraduate programmes, disaggregated by type of disabilities, in each of the past 3 years? (Please fill in the following tables.)

Specific Learning Difficulties	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Autism Spectrum Disorder	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Attention Deficit/ Hyperactivity Disorder	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Physical Disability	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Visual Impairment	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Hearing Impairment	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Speech and Language Impairment	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Others	Sub-degree	Undergraduate
2016-17		
2017-18		
2018-19		

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 155)

Reply:

The number of students with special educational needs (SEN) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2016/17 to 2018/19 academic years is set out by type of disabilities below:

Specific Learning Difficulties	Sub-degree	Undergraduate
2016-17	229	62
2017-18	304	72
2018-19 (Provisional)	365	103

Autism Spectrum Disorders	Sub-degree	Undergraduate
2016-17	74	28
2017-18	88	44
2018-19 (Provisional)	111	66

Attention Deficit/ Hyperactivity Disorder	Sub-degree	Undergraduate
2016-17	81	46
2017-18	110	75
2018-19 (Provisional)	155	127

Physical Disability	Sub-degree	Undergraduate
2016-17	47	59
2017-18	47	71
2018-19 (Provisional)	42	66

Visual Impairment	Sub-degree	Undergraduate
2016-17	31	52
2017-18	28	55
2018-19 (Provisional)	23	56

Hearing Impairment	Sub-degree	Undergraduate
2016-17	59	110
2017-18	81	118
2018-19 (Provisional)	85	119

Speech and Language Impairment	Sub-degree	Undergraduate
2016-17	44	12
2017-18	39	25
2018-19 (Provisional)	35	35

Others *	Sub-degree	Undergraduate
2016-17	117	187
2017-18	171	237
2018-19 (Provisional)	225	319

* Including multiple types of disabilities. The classification of SEN types varies across institutions, and the declaration of SEN is up to the individual choice of the students concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5095)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the number of cross-boundary students studying in primary schools in Hong Kong by class level in the 2018/19 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 156)

Reply:

The number of cross-boundary students (CBS) studying in primary schools in Hong Kong by class level in the 2018/19 school year is as follows:

Class Level	P1	P2	P3	P4	P5	P6	Total
Number of CBS	3 010	3 866	3 872	3 484	3 262	2 694	20 188

Note: 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, Tung Chung and Wong Tai Sin districts in September 2018.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5096)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the number of cross-boundary students studying in secondary schools in Hong Kong by class level in the 2018/19 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 157)

Reply:

The number of cross-boundary students (CBS) studying in secondary schools in Hong Kong by class level in the 2018/19 school year is as follows:

Class Level	S1	S2	S3	S4	S5	S6	Total
Number of CBS	2 040	1 226	791	576	532	402	5 567

Note: 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, Tung Chung and Wong Tai Sin districts in September 2018.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5097)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the number of whole-day and half-day kindergartens and their respective number of students by District Council district in the 2018/19 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 158)

Reply:

The number of kindergartens (KGs) and their respective number of students by KG type and District Council district in the 2018/19 school year are tabulated at Appendix.

Appendix

Number of KGs and their respective number of students
by KG type and District Council district in the 2018/19 school year

District	KGs operating half-day (HD) classes only		KGs operating whole-day (WD) classes only		KGs operating both HD and WD classes		
	No. of KGs	No. of students	No. of KGs	No. of students	No. of KGs	No. of students	
						HD classes	WD classes
Central & Western	25	4 006	10	809	12	946	502
Wan Chai	18	5 057	9	940	4	775	278
Eastern	28	3 744	15	1 098	40	4 322	1 871
Southern	18	1 812	8	723	14	1 455	662
Sham Shui Po	14	2 952	14	1 634	23	3 716	1 255
Yau Tsim Mong	17	3 378	15	1 494	9	1 168	514
Kowloon City	51	15 667	22	2 118	28	2 745	1 628
Wong Tai Sin	7	2 073	18	1 639	23	1 626	1 704
Kwun Tong	16	3 901	27	2 609	33	3 354	2 319
Tsuen Wan	18	4 241	10	1 121	13	934	851
Tuen Mun	9	2 459	19	1 550	40	5 196	2 761
Yuen Long	23	6 556	18	1 820	37	5 060	2 619
North	7	2 320	10	908	31	4 043	1 867
Tai Po	9	1 294	9	897	19	3 019	1 319
Sha Tin	24	6 135	22	2 115	35	4 030	1 998
Sai Kung	20	3 284	13	1 097	31	2 688	1 868

District	KGs operating half-day (HD) classes only		KGs operating whole-day (WD) classes only		KGs operating both HD and WD classes		
	No. of KGs	No. of students	No. of KGs	No. of students	No. of KGs	No. of students	
						HD classes	WD classes
Islands	11	1 044	6	551	18	1 322	887
Kwai Tsing	13	3 310	16	1 523	34	2 980	2 241

Notes:
1. Figures reflect the position as at September of the school year.
2. Figures include nursery, lower and upper classes in KGs and kindergarten-cum-child care centres.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5098)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the number of students with disabilities studying in mainstream primary schools, by type of disabilities and by grade level, in each of the past 3 years? (Please fill in the following tables.)

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Intellectual Disability	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Physical Disability	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Visual Impairment	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Speech and Language Impairment	P1	P2	P3	P4	P5	P6
2016-17						
2017-18						
2018-19						

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 159)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade level and by major SEN type in the past 3 years (from the 2016/17 to 2018/19 school years) is set out at the Appendix. With increased awareness of SEN among schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

Number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade level and by major SEN type from the 2016/17 to 2018/19 school years

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6
2016/17	2	206	2 142	2 231	2 136	2 144
2017/18	5	164	2 143	2 484	2 282	2 175
2018/19	6	188	2 552	2 719	2 587	2 313

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6
2016/17	86	119	107	130	124	105
2017/18	76	113	153	102	121	125
2018/19	102	123	142	161	108	124

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2016/17	683	841	943	894	874	784
2017/18	743	883	974	1 005	929	892
2018/19	568	1 010	1 042	1 053	1 060	961

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2016/17	159	311	675	967	1 068	1 169
2017/18	160	333	723	997	1 229	1 226
2018/19	148	346	808	1 126	1 283	1 400

Physical Disability	P1	P2	P3	P4	P5	P6
2016/17	12	27	16	19	16	24
2017/18	15	20	27	17	20	18
2018/19	13	20	18	25	16	22

Visual Impairment	P1	P2	P3	P4	P5	P6
2016/17	1	8	8	7	4	1
2017/18	7	4	9	8	7	4
2018/19	4	7	5	8	9	7

Hearing Impairment	P1	P2	P3	P4	P5	P6
2016/17	46	43	53	62	50	42
2017/18	72	55	54	54	61	51
2018/19	59	74	58	59	53	61

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6
2016/17	18	872	601	469	337	220
2017/18	13	878	546	415	334	246
2018/19	19	932	593	408	297	257

Mental Illness (Note 1)	P1	P2	P3	P4	P5	P6
2018/19	10	9	6	4	13	13

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

2. The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school year and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5107)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Administration please advise this Committee of the respective number of government and aided primary schools provided with Student Guidance Officers, Student Guidance Teachers and Student Guidance Service Grant in each of the past 5 school years?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 168)

Reply:

The number of public sector primary schools provided with Student Guidance Officers, Student Guidance Teachers and the Student Guidance Service Grant in the past 5 school years (i.e. 2014/15 to 2018/19) is as follows:

Number of Public Sector Primary Schools Provided with	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
Student Guidance Officers	13	12	10	7	6
Student Guidance Teachers	127	125	121	119	113
Student Guidance Service Grant	312	317	323	328	114

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5108)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government please inform this Committee of the number of students with disabilities studying in mainstream secondary schools by disability type and by grade level in the past 3 years? (Please fill in the following tables.)

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Autism Spectrum Disorder	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Attention Deficit/ Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Speech and Language Impairment	S1	S2	S3	S4	S5	S6	S7
2016-17							
2017-18							
2018-19							

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 169)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade level and by major SEN type in the past 3 years (from the 2016/17 to 2018/19 school years) is set out at the Appendix. With increased awareness of SEN among schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

Appendix

Number of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade level and by major SEN type from the 2016/17 to 2018/19 school years

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6
2016/17	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	S1	S2	S3	S4	S5	S6
2016/17	169	199	167	151	109	112
2017/18	126	149	194	137	122	99
2018/19	148	130	161	153	122	119

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6
2016/17	588	533	509	490	376	306
2017/18	755	633	545	518	460	365
2018/19	849	813	664	581	483	454

Attention Deficit/ Hyperactivity Disorder	S1	S2	S3	S4	S5	S6
2016/17	1 114	1 094	1 008	801	615	461
2017/18	1 277	1 271	1 122	953	693	547
2018/19	1 368	1 461	1 337	1 083	874	660

Physical Disability	S1	S2	S3	S4	S5	S6
2016/17	26	18	23	41	44	38
2017/18	27	25	16	26	37	42
2018/19	14	32	27	17	23	40

Visual Impairment	S1	S2	S3	S4	S5	S6
2016/17	7	9	11	18	12	21
2017/18	4	7	17	12	15	10
2018/19	4	6	13	17	11	11

Hearing Impairment	S1	S2	S3	S4	S5	S6
2016/17	42	58	59	71	65	56
2017/18	50	45	58	59	68	59
2018/19	45	48	49	58	52	61

Speech & Language Impairment	S1	S2	S3	S4	S5	S6
2016/17	135	74	58	37	22	28
2017/18	171	62	60	33	26	15
2018/19	177	52	60	33	17	24

Mental Illness	S1	S2	S3	S4	S5	S6
2018/19	22	42	53	57	61	74

Note:
Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on the students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5458)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many teachers did the Education Bureau arrange to participate in exchange activities on the Mainland in each of the past 3 years? Please set out the places visited, themes and expenditures of these exchange activities.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 203)

Reply:

The required information on the Mainland professional exchange activities for teachers is provided in the table below:

School year	Expenditure ($ million)[@]	Number of teacher participants (rounded down to the nearest ten)	Places of exchanges	Themes/ Activities
2016/17	2.9	690	Beijing, Changsha, Guangzhou, Jinan, Qingdao, Shaoguan, Shenzhen, Tai'an, Wuhan, Zhengzhou, Zhongshan	School visits, cultural visits, thematic talks, seminars, lesson observations, professional exchange, etc.
2017/18[#]	5.5	760	Beijing, Chengdu, Dongguan, Guangzhou, Hefei, Nanning, Qingdao, Quanzhou, Shenzhen, Tianjin, Zhongshan	
2018/19[*]	8.7	1 800	Beijing, Chengdu, Dunhuang, Guangzhou, Hangzhou, Harbin, Hefei, Jinan, Liuzhou, Nanning, Qingyuan, Qufu, Shanghai, Shenzhen, Suzhou, Xi'an, Yangzhou, Yinchuan	

@ Staffing resources in the provision of these activities are absorbed by the recurrent expenditure of the Education Bureau

Actual figures revised from last year's estimates

* Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5462)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (325) Direct Subsidy Scheme

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many activities under the title "Belt and Road Initiative" did the Bureau subsidise in the 2018/19 school year? Would the Bureau please tabulate the following information:

(1) organiser; (2) name of activity; (3) nature of activity; (4) number of participants; (5) type of participants (students/teachers); and (6) amount subsidised.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 207)

Reply:

The Education Bureau (EDB) has been encouraging schools or non-governmental organisations to conduct learning activities related to the Belt and Road (B&R) Initiative, such as study visits in and outside Hong Kong, project learning, seminars, language learning and competitions, to help primary and secondary school students learn about the national B&R Initiative and the development of countries or regions along the B&R. Schools or non-governmental organisations may, if necessary, apply for different grants from the EDB to organise exchange and learning activities in the B&R regions for teachers and students. In the 2018/19 school year, the Quality Education Fund has approved 2 applications under the title of B&R Initiative with total funding amount at around $1.3 million (provisional figures as at February 2019) for 2 primary schools to implement school-based curriculum on studying foreign plant species introduced to China from countries and regions along the B&R with a view to enhancing students' understanding of the culture, geographical conditions and climate of the countries along the B&R. The schools are still undertaking project preparation work, with details yet to be finalised.

As for the University Grants Committee (UGC)-funded sector, the UGC-funded universities may on their own determine the allocation of the block grant provided by the Government. We learn that various activities related to the B&R Initiative, including exchange tours and seminars, were organised by the UGC-funded universities in the 2018/19 academic year. The EDB does not have information in this regard.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5475)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Government's provision of subsidy for students to participate in Mainland exchange programmes, please provide the following information:

a) What is the respective number of post-secondary, secondary and primary students that received subsidy to join Mainland exchange programmes in the past 3 years? Please also advise the amount of subsidy provided, the Mainland cities visited, the dates and content of exchange programmes, and the total expenditure involved.

b) According to the Government's estimation, what is the respective number of post-secondary, secondary and primary students that will be provided with government subsidy to join Mainland exchange programmes in 2019/20? What are the details and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 220)

Reply:

a) To dovetail with the school curriculum and the latest development of our country, the Education Bureau (EDB) organises Mainland exchange programmes with diversified themes and destinations for primary and secondary students, or subsidises those organised by schools every year. Examples include the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" (「同根同心」── 香港初中及高小學生內地交流計劃), the "Mainland Exchange Programme for Secondary School Students" (「同行萬里」中學生內地交流計劃), the "Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland" (初中及高小學生交流活動資助計劃 ── 「赤子情•中國心」), the "Senior Secondary School Students Exchange Programme Subvention Scheme" (高中學生交流活動資助

計劃), the "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃) and some thematic Mainland exchange programmes. These programmes enable participants to gain first-hand experience of our country's development in aspects of history, culture, economy, education, science and technology, etc. from multiple perspectives. They cover different Mainland provinces and cities, including 22 provinces, 4 autonomous regions and 4 municipalities.

The numbers of post-secondary, secondary and primary school students who had received subsidies to join Mainland exchange programmes and the expenditures involved over the past 3 years (the 2016/17, 2017/18 and 2018/19 school years) are shown below:

School Year	Number of Students (rounded down to the nearest hundred)			Expenditure ($million)		
	Post-secondary Students[Δ]	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2016/17	3 400	35 300	24 500	10.4	50.3	13.9
2017/18[#]	2 700	40 200	26 800	8.4	57.6	27.8
2018/19[+]	2 200	40 200	33 600	6.7	64	39.3

[#] Actual figures revised from last year's estimates

[+] Provisional figures

[Δ] Only data relating to the Pilot Mainland Experience Scheme for Post-secondary Students is included. There are other schemes that provide subsidies for students to join Mainland exchange programmes. As the scope of these subsidy schemes also covers exchange activities outside the Mainland, statistics only relevant to exchange activities in the Mainland are not available.

b) The estimated numbers of places to be offered to post-secondary, secondary and primary school students for receiving subsidies to join Mainland exchange programmes and the estimated expenditure for the 2019/20 school year are shown below:

School 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
2019/20	Not applicable [Note]	63 500	45 400	Not applicable [Note]	80	35

Note: The Pilot Mainland Experience Scheme for Post-secondary Students will be run until 30 June 2019 and the relevant subsequent arrangements will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5476)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Administration please advise this Committee of the respective numbers of government and subsidised primary schools in each of the past 5 school years by number of classes?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 221)

Reply:

The respective numbers of government and aided primary schools by number of operating classes in the past 5 school years are detailed at the Appendix.

Appendix

Number of Government and Aided Primary Schools by Number of Operating Classes from the 2014/15 to 2018/19 School Years

No. of Operating Classes	No. of Schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
5 or below	0	0	0	2	0	0	0	1	0	2
6	0	12	1	13	1	14	1	11	0	10
7	1	3	0	1	0	3	0	2	1	2
8	0	6	0	2	0	0	0	0	0	1
9	0	6	0	5	0	3	0	2	0	2
10	0	7	0	4	0	2	0	1	0	1
11	0	6	0	9	0	4	0	3	0	2
12	2	31	2	30	2	29	2	28	2	23
13	0	14	0	9	0	8	0	7	0	9
14	0	12	0	5	0	6	0	3	0	4
15	2	8	1	12	0	7	0	6	0	2
16	0	7	1	7	1	8	0	1	0	2
17	0	6	0	6	1	7	0	6	0	3
18	1	23	0	28	0	29	2	29	1	28
19	0	7	0	4	0	7	0	12	0	4
20	4	7	2	6	2	4	1	6	2	8
21	0	6	2	8	0	6	1	2	0	8
22	1	5	1	8	2	7	0	5	1	5
23	0	10	0	7	1	4	2	8	0	5
24	7	92	6	96	6	101	7	100	9	101
25	1	23	3	23	1	27	0	29	0	32

Appendix (Cont'd)

No. of Operating Classes	No. of Schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
26	1	9	0	10	0	12	1	16	1	17
27	0	9	0	10	1	10	0	9	0	12
28	0	8	0	7	1	6	1	6	0	9
29	2	2	3	7	2	6	1	7	2	6
30	9	80	11	81	12	86	13	90	12	87
31	1	6	1	6	1	10	2	9	3	11
32	0	2	0	2	0	2	0	6	0	8
33	0	0	0	0	0	0	0	2	0	4
34	0	0	0	1	0	0	0	0	0	1
35	0	0	0	0	0	0	0	0	0	0
36	0	10	0	11	0	12	0	11	0	11
37 or above	1	2	0	1	0	1	0	3	0	3
Total	**33**	**419**	**34**	**421**	**34**	**421**	**34**	**421**	**34**	**423**

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

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5479)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Administration please give figures on the provision of Comprehensive Student Guidance Service in primary schools by case type in the past 5 school years?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 224)

Reply:

Based on the annual data collected through an online system from student guidance personnel of public sector primary schools, the respective number of student cases under the Comprehensive Student Guidance Service by case category for the past 5 years (i.e. from the 2013/14 to the 2017/18 school years) are summarised as follows:

Case Category	School Year				
	2013/14	2014/15	2015/16	2016/17	2017/18
Conduct Problems	1 349	1 306	1 254	1 277	1 256
Emotional/Psychological Problems	2 523	2 743	2 945	3 190	3 353
Family/Environmental Problems	1 945	1 976	1 940	1 941	2 089
Health/Physical Problems	124	103	92	94	87
Learning Problems	1 394	1 210	1 071	1 025	985
Social/Developmental Problems	465	460	426	407	481
Total	7 800	7 798	7 728	7 934	8 251

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5480)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2012/13 school year, the Education Bureau has, in addition to the existing Student Guidance Service Grant (SGS Grant), provided each public sector primary school with an additional grant according to its number of classes. The additional grant is equivalent to $15,000 per class per year. In this connection, would the Government advise this Committee of the following:

the total amount of SGS Grant provided in each of the past 5 school years;
the total amount of additional grant provided in each of the past 5 school years;
the total amount of unspent grants of public sector primary schools receiving SGS Grant in each of the past 5 school years.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 225)

Reply:

The total amount of Student Guidance Service Grant (SGS Grant) and the Top-up Student Guidance Service Grant (Top-up Grant) for the past 5 school years (2014/15 to 2018/19) is tabulated as follows:

	2014/15 School Year ($ million)	2015/16 School Year ($ million)	2016/17 School Year ($ million)	2017/18 School Year ($ million)	2018/19 School Year ($ million) (Estimated Expenditure)
SGS Grant	146.3	157.3	168.3	181.4	65.0
Top-up Grant	65.4	68.3	71.3	72.9	104.4
Total Amount:	211.7	225.6	239.6	254.3	169.4

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" policy according to school-based circumstances. In addition to receiving the Top-up Grant, schools adopting the new funding mode are provided with a regular Assistant Social Work Officer post or the School Social Work Service Grant and the Consultation Service Grant. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode. The estimated total expenditure on student guidance service under the old funding mode and the new funding mode is $436 million.

The total amount of unspent SGS Grant (including the Top-up Grant) of public sector primary schools for the 2014/15, 2015/16 and 2016/17 school years is $17.7 million, $14.8 million and $15.8 million respectively. Relevant information of the 2017/18 school year is not available as the audited accounts for the school year is not yet due.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5495)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How was the "one school social worker for each school" policy implemented in the year past and what is the expenditure involved?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 240)

Reply:

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. Under the new funding mode, schools may, having regard to their own circumstances, create a regular Assistant Social Work Officer post to increase stability or receive an equivalent subsidy to employ a school-based registered graduate social worker or hire service of a school-based registered graduate social worker from a social work service provider. Schools are also provided with the Consultation Service Grant to procure consultation, supervision or other support services for school social workers to ensure service quality. Besides, the existing arrangements for the Top-up Grant is enhanced so that all public sector primary schools have more resources to enhance school social work and guidance services. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode, accounting for about 50% of all public sector primary schools. The estimated total expenditure on student guidance service under the old funding mode and the new funding mode is $436 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5496)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

a) Please list the total expenditure and total recurrent expenditure on education, as well as their respective percentage shares in the Government's total public expenditure and total recurrent expenditure in the past 3 years.

b) Please list the estimated total expenditure and estimated total recurrent expenditure on education, as well as their respective estimated percentage shares in the Government's total public expenditure and total recurrent expenditure in 2019/20.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 241)

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 2016-17 to 2019-20 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	%
2016-17	82,436	16.7	75,533	21.9
2017-18	88,465	17.4	80,233	22.2
2018-19 Revised Estimate	110,526	19.2	85,504	21.1
2019-20 Estimate	123,975	19.2	90,584	20.5

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5497)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (325) Direct Subsidy Scheme

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2016/17 academic year, the Government has been offering Belt and Road Scholarships to outstanding students from Belt and Road regions for pursuing undergraduate studies in Hong Kong. In this connection, please provide the following figures for each of the past 3 years:

a) The total amount of scholarships awarded;
b) The maximum amount of scholarship awarded to each student; and
c) The number of student beneficiaries by nationality.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 242)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. 10 additional scholarships under the TSS are offered, respectively, to students from Indonesia and Malaysia starting from the 2016/17 and 2018/19 academic years as an incentive for them to pursue undergraduate studies in Hong Kong.

Under the 2 schemes named Hong Kong Scholarship for "Belt and Road" Students (Indonesia) and Hong Kong Scholarship for "Belt and Road" Students (Malaysia), up to 10 scholarships are offered to Indonesian and Malaysian students respectively to cover their tuition fees. In the 2016/17 and 2017/18 academic years, the tuition fee subsidy provided for each awardee was subject to a ceiling of $120,000 per annum. Starting from the 2018/19 academic year, the scholarship will cover full tuition fee of the awardees (in the 2018/19 academic year, the highest tuition fee payable by non-local students enrolled in full-time publicly-funded undergraduate programmes is $161,000).

Under the 2 schemes, the amount of scholarship awarded in the financial years from 2016-17 to 2018-19, and the number of awardees for the academic years from 2016/17 to 2018/19 are as follows:

Financial Year	**Amount of Scholarship Awarded**
2016-17	$1,200,000
2017-18	$2,280,000
2018-19	$4,896,000

Academic Year	**Number of Awardees**	
	Indonesia	**Malaysia**
2016/17	10	-
2017/18	19 (including 9 students whose scholarships have been renewed)	-
2018/19	27 (including 17 students whose scholarships have been renewed)	10

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5498)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has regularised the scheme on the formation of sister schools between schools in Hong Kong and the Mainland from the 2018/19 school year. At present, how many schools in Hong Kong have formed sister schools with their counterparts in the Mainland? Please list the names of the schools (including those in Hong Kong and in the Mainland).

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 243)

Reply:

The Government has regularised the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to provide a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. As at March 2019, over 600 local schools which have formed sister schools with their counterparts in the Mainland have applied for the Grant for the Sister School Scheme. Applications are open all year round. It is anticipated that there will be 700 participating primary, secondary and special schools in the 2018/19 school year. As a prevailing practice, we do not disclose the names of schools participating in the scheme and the relevant information to avoid possible labelling effect and unnecessary pressure on individual schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5499)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (325) Direct Subsidy Scheme

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau introduced in 2017/18 a three-year Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) on a pilot basis to broaden their horizon and enrich their experience.

1. How is the application for the Scheme in the past 3 years?

2. Further to the above question, please give details of successful applications, including (a) location of study, (b) type of study programmes, and (c) the expenditures involved.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 244)

Reply:

1. The Education Bureau (EDB) launched the "i-Journey" Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) as a three-year pilot scheme in the 2017/18 school year. In the 2017/18 and 2018/19 school years, a total of 228 teachers applied for the Scheme.

2. In the 2017/18 and 2018/19 school years, there were a total of 90 successful applications under the Scheme. The details of the Scheme are as follows:

2017/18 school year (First Batch of the Scheme)	
Destination	Subjects/Areas covered in the training
Helsinki & Jyväskylä, Finland	Interdisciplinary Learning & Entrepreneurship Education
Melbourne, Australia	Catering for Students with Special Educational Needs (SEN)
Exeter, the United Kingdom	STEM Education

2018/19 school year (Second Batch of the Scheme)	
Destination	Subjects/Areas covered in the training
Turku, Finland	Interdisciplinary Learning & Entrepreneurship Education
Southampton, the United Kingdom	Assessment Literacy
Singapore	STEM Education

Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiatives/research.

A budget of $28 million for 3 years has been earmarked for the Scheme. The total expenditure of the first batch of the Scheme is $7.49 million. Since the second batch of the Scheme has yet to finalise all expenditure items, the expenditure figures are unavailable at the present stage.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5500)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (325) Direct Subsidy Scheme

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has launched the Mainland University Study Subsidy Scheme so that eligible students can receive grants for their studies.

1. What are the number of student beneficiaries and expenditures involved in the recent 4 years?

2. Please provide in a table the number of student beneficiaries by institution.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 245)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Students having passed a means test will receive either a full-rate subsidy or a half-rate subsidy ("means-tested subsidy") per academic year, depending on their needs. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions. In addition, a "non-means-tested subsidy" is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy per academic year. The amount of subsidy will also be reviewed and adjusted as appropriate. For the 2018/19 academic year, the full-rate subsidy and half-rate subsidy of the "means-tested subsidy" are $16,800 and $8,400 respectively. The "non-means-tested subsidy" offers $5,600.

Breakdowns of the number of students receiving subsidies in the 2015/16, 2016/17, 2017/18 and 2018/19 academic years, and the number of students receiving the full-rate and half-rate subsidies in the 2015/16 and 2016/17 academic years, the number of students receiving full-rate "means-tested subsidy", half-rate "means-tested subsidy" and "non-means-tested subsidy" in the 2017/18 and 2018/19 (as at 28 February 2019) academic years by institution are set out at Annexes 1 to 4 respectively.

The total expenditure for implementing the MUSSS for the 2015/16, 2016/17 and 2017/18 academic years was about $6.5 million, $29 million and $37 million respectively. The estimated total expenditure for the 2018/19 academic year is about $42 million.

Annex 1

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2015/16 Academic Year

Mainland higher education institutions	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
China Three Gorges University	1	0
Shanghai University of Traditional Chinese Medicine	5	2
Shanghai International Studies University	4	1
Shanghai Jiao Tong University	2	1
Shanghai University of Finance and Economics	1	0
Shandong University	12	6
Sun Yat-sen University	24	10
Zhongnan University of Economics and Law	5	3
Renmin University of China	8	4
China University of Geosciences (Wuhan)	2	1
China University of Political Science and Law	15	6
Communication University of China	4	1
Tianjin University	0	2
Tianjin Normal University	1	0
Peking University	1	0
Beijing University of Chinese Medicine	20	9
Beijing Institute of Fashion Technology	0	2
Beijing Normal University	5	6
Beijing Normal University, Zhuhai	3	5
Beijing Language and Culture University	2	2
Sichuan University	7	2
Sichuan Normal University	1	0
Chengdu University of Traditional Chinese Medicine	1	0
Tongji University	2	2
Shantou University	1	1
Southwest University	8	3
Southwest University of Political Science and Law	1	3
Donghua University	4	1
Wuhan University	6	4
Southern Medical University	5	1
Nanjing University	3	1
Nanjing University of Chinese Medicine	0	1
Nanjing Normal University	1	6
Nankai University	2	1
Xinghai Conservatory of Music	3	3
Zhejiang University	2	1
Zhejiang Sci-Tech University	3	1
Shenzhen University	7	4

Tsinghua University	1	0
Fudan University	1	0
Hunan Normal University	6	1
Central China Normal University	3	1
East China University of Political Science and Law	1	2
East China Normal University	1	1
East China University of Science and Technology	4	1
South China Normal University	4	2
South China University of Technology	0	1
Huaqiao University	9	1
Jimei University	1	1
Yunnan University	1	1
Xiamen University	10	9
University of International Business and Economics	0	3
Jinan University	17	7
Fuzhou University	2	1
Shaoguan University	0	1
Guangzhou University	4	2
Guangzhou University of Chinese Medicine	66	37
The Guangzhou Academy of Fine Arts	0	1
Guangdong University of Technology	0	1
Guangdong University of Foreign Studies	1	5
Total:	**304**	**175**

Annex 2

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2016/17 Academic Year

Mainland higher education institutions	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
Beijing Institute of Fashion Technology	5	3
Beijing Language and Culture University	3	3
Beijing Normal University	7	7
Beijing Normal University, Zhuhai	13	8
Beijing Sport University	2	1
Beijing University of Chinese Medicine	52	25
Central China Normal University	6	2
Central South University	1	0
Chengdu University of Traditional Chinese Medicine	7	3
China University of Geosciences (Wuhan)	1	1
China University of Political Science and Law	29	10
Chongqing University	3	0
Communication University of China	5	1
Donghua University	9	1
East China Normal University	4	4
East China University of Political Science and Law	2	3
East China University of Science and Technology	5	1
Fudan University	4	0
Fujian Normal University	6	4
Fujian University of Traditional Chinese Medicine	4	0
Fuzhou University	6	2
Guangdong University of Finance	2	0
Guangdong University of Finance and Economics	2	1
Guangdong University of Foreign Studies	5	6
Guangdong University of Technology	0	1
Guangxi University Chinese Medicine	22	6
Guangzhou Medical University	2	1
Guangzhou University	12	6
Guangzhou University of Chinese Medicine	214	112
Huaqiao University	136	47
Huazhong University of Science & Technology	1	0
Hunan Normal University	9	2
Jiangxi University of Traditional Chinese Medicine	1	0
Jilin University	1	0
Jimei University	4	3
Jinan University	542	255
Nanchang University	1	1

Nanjing Normal University	7	8
Nanjing University	6	2
Nanjing University of Chinese Medicine	39	17
Nankai University	7	3
Ningbo University	2	0
Ocean University of China	0	1
Peking University	7	2
Renmin University of China	11	4
Shandong University	15	8
Shanghai University of Finance and Economics	1	0
Shanghai International Studies University	4	3
Shanghai Jiao Tong University	4	2
Shanghai Normal University	2	3
Shanghai University of Traditional Chinese Medicine	10	2
Shantou University	2	1
Shaoguan University	1	1
Shenzhen University	16	6
Sichuan Normal University	2	0
Sichuan University	15	5
South China Normal University	5	2
South China University of Technology	5	3
Southern Medical University	6	3
Southwest University	10	3
Southwest University of Political Science and Law	3	3
Sun Yat-sen University	106	49
The Guangzhou Academy of Fine Arts	2	3
China Three Gorges University	1	0
Tianjin Normal University	2	0
Tianjin University	0	3
Tianjin University of Traditional Chinese Medicine	3	0
Tongji University	3	3
Tsinghua University	6	1
University of International Business and Economics	6	2
Wuhan University	15	8
Xiamen University	22	12
Xinghai Conservatory of Music	3	4
Yunnan University	1	1
Zhejiang University	2	1
Zhejiang Sci-Tech University	3	1
Zhongnan University of Economics and Law	12	5
Total:	**1 495**	**695**

Annex 3

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2017/18 Academic Year

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	13	4	4
Shanghai International Studies University	7	3	9
Shanghai Jiao Tong University	6	1	3
Shanghai Normal University	2	1	0
Shanghai University of Finance and Economics	1	0	0
Shandong University	18	10	7
Sun Yat-sen University	129	52	47
Central University of Finance and Economics	1	1	1
Central South University	1	0	0
Zhongnan University of Economics and Law	11	2	3
Renmin University of China	11	3	8
China University of Geosciences (Wuhan)	2	1	0
China University of Political Science and Law	30	10	18
Ocean University of China	0	1	0
Communication University of China	5	1	1
Tianjin University	1	2	2
Tianjin University of Traditional Chinese Medicine	4	0	0
Tianjin Normal University	1	0	0
Peking University	8	5	19
Beijing University of Chinese Medicine	65	30	31
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	0	0	1
Beijing Institute of Fashion Technology	6	3	1
Beijing Forestry University	1	0	0
Beijing Normal University	9	8	12
Beijing Normal University, Zhuhai	19	7	0
Beijing University of Posts and Telecommunications	2	0	2
Beijing Language and Culture University	3	3	6
Beijing Sport University	4	0	0
Sichuan University	18	7	9

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
Sichuan Normal University	3	0	0
Jilin University	1	0	0
Tongji University	6	3	1
Chengdu University of Traditional Chinese Medicine	10	1	2
Shantou University	3	1	0
Jiangxi University of Traditional Chinese Medicine	2	0	0
Xian Jiaotong University	1	1	0
Southwest University	13	3	0
Southwest University of Political Science and Law	2	3	1
Southeast University	2	0	1
Donghua University	11	4	4
Wuhan University	18	7	29
Southern Medical University	6	6	3
Nanjing University	4	1	8
Nanjing University of Chinese Medicine	51	15	5
Nanjing Normal University	8	10	3
Nanchang University	2	1	0
Nankai University	8	2	8
Xinghai Conservatory of Music	4	4	1
Chongqing University	0	0	1
Zhejiang University	3	0	0
Zhejiang Chinese Medical University	1	0	0
Zhejiang Normal University	2	0	0
Zhejiang Sci-Tech University	4	2	0
Shenzhen University	13	5	6
Tsinghua University	7	1	8
Fudan University	5	0	10
Hunan Normal University	10	3	0
Huazhong University of Science & Technology	1	0	0
Central China Normal University	4	2	5
East China University of Political Science and Law	3	1	12
East China Normal University	5	3	2
East China University of Science and Technology	6	1	3
South China Normal University	5	2	3
South China University of Technology	4	1	2
Huaqiao University	178	65	7
Jimei University	2	2	0
Yunnan University	3	1	0
Xiamen University	17	11	16
Ningbo University	2	0	0
University of International Business and Economics	3	2	5

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
Jinan University	686	281	69
Fuzhou University	4	1	0
Fujian University of Traditional Chinese Medicine	3	2	0
Fujian Normal University	4	6	0
Shaoguan University	2	1	0
Guangzhou University	14	5	1
Guangzhou University of Chinese Medicine	229	112	107
The Guangzhou Academy of Fine Arts	3	3	3
Guangzhou Medical University	2	1	1
Guangxi University Chinese Medicine	24	6	1
Guangdong University of Technology	1	1	1
Guangdong University of Foreign Studies	3	5	2
Guangdong University of Finance	2	0	0
Guangdong University of Finance and Economics	6	1	0
Guangdong Pharmaceutical University	1	0	0
Total	**1 797**	**744**	**515**

Annex 4

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2018/19 Academic Year (as at 28 February 2019)

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	17	3	6
Shanghai International Studies University	6	3	10
Shanghai Jiao Tong University	5	1	6
Shanghai Normal University	1	0	1
Shanghai University of Finance and Economics	0	0	2
Shandong University	20	6	6
Sun Yat-sen University	134	46	54
Central Academy of Fine Arts	0	0	1
Central Conservatory of Music	1	0	0
Central University of Finance and Economics	1	0	3
The Central Academy of Drama	1	0	0
Central South University	2	0	0
Zhongnan University of Economics and Law	10	2	3
Renmin University of China	10	2	6
China University of Geosciences (Wuhan)	3	0	0
China University of Political Science and Law	27	10	21
China Academy of Art	1	0	0
Communication University of China	3	3	2
Tianjin University	2	0	2
Tianjin University of Traditional Chinese Medicine	2	0	1
Peking University	12	5	22
Beijing University of Chinese Medicine	68	29	36
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	2	0	1
Beijing Institute of Fashion Technology	10	2	1
Beijing Forestry University	1	0	0
Beijing Normal University	7	6	14
Beijing Normal University, Zhuhai	19	3	1
Beijing Institute of Technology	1	0	1
Beijing University of Posts and Telecommunications	2	0	7
Beijing Language and Culture University	2	2	9
Beijing Sport University	5	2	0
Sichuan University	13	11	12
Sichuan Normal University	4	1	0
Jilin University	1	0	0

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
Tongji University	6	4	3
Chengdu University of Traditional Chinese Medicine	10	4	2
Shantou University	5	3	0
Jiangxi University of Traditional Chinese Medicine	1	1	0
Northwest University	1	0	1
Southwest University	11	2	0
Southwest University of Political Science and Law	2	0	1
Southwestern University of Finance and Economics	0	0	1
Southeast University	3	0	2
Donghua University	9	5	5
Wuhan University	15	8	29
Wuhan University of Technology	1	0	0
Southern Medical University	12	3	4
Nanjing University	3	1	10
Nanjing University of Chinese Medicine	44	16	7
Nanjing Normal University	10	8	4
Nanchang University	2	1	0
Nankai University	9	1	13
Xinghai Conservatory of Music	3	2	1
Chongqing University	3	0	2
Zhejiang University	3	0	1
Zhejiang Chinese Medical University	0	2	0
Zhejiang Normal University	3	1	0
Zhejiang Sci-Tech University	6	3	3
Hainan University	1	0	0
Shaanxi Normal University	0	1	0
Shenzhen University	11	1	4
Tsinghua University	7	3	14
Fudan University	6	0	11
Hubei University of Chinese Medicine	1	0	0
Hunan Normal University	11	3	1
Huazhong University of Science & Technology	0	0	1
Central China Normal University	5	1	5
East China University of Political Science and Law	3	0	10
East China Normal University	7	4	5
East China University of Science and Technology	8	2	2
South China Normal University	7	1	1
South China University of Technology	7	1	6
Huaqiao University	187	61	6
Jimei University	4	2	0
Yunnan University	3	0	0
Xiamen University	22	7	16
Ningbo University	3	0	0

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
University of International Business and Economics	3	3	5
Jinan University	710	247	73
Fuzhou University	6	1	0
Fujian University of Traditional Chinese Medicine	3	2	1
Fujian Normal University	6	5	0
Shaoguan University	2	0	0
Guangzhou University	11	3	0
Guangzhou University of Chinese Medicine	210	94	119
The Guangzhou Academy of Fine Arts	6	2	3
Guangzhou Medical University	0	0	2
Guangxi University	1	0	0
Guangxi University Chinese Medicine	33	8	1
Guangdong University of Technology	1	0	0
Guangdong University of Foreign Studies	2	5	3
Guangdong University of Finance	4	1	0
Guangdong University of Finance and Economics	7	0	0
Zhengzhou University	2	1	0
Total	**1 857**	**661**	**606**

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5503)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) What were the details of activities and expenditures of the implementation of national education by the Education Bureau in the past 3 years?

(b) What are the details of projects and estimated expenditures of the implementation of national education by the Education Bureau for the 2019/20 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 248)

Reply:

The expenditure for the Mainland exchange programmes in the past 3 schools years (2016/17 to 2018/19) and the 2019/20 school is as follows:

School year	Expenditure ($ million)[@]	
	Programmes for primary and secondary school students	Programmes for primary and secondary school teachers
2016/17	64.2	2.9
2017/18 [#]	85.4	5.5
2018/19 [*]	103.3	8.7
2019/20 [++]	115	13.2

@ Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the Education Bureau (EDB)

Actual figures revised from last year's estimates

* Provisional figures

++ Estimated figures

National education in the wider context also includes learning about various aspects of our country from an appropriate perspective through different subjects. There are references to our country's history, culture, geographic features, development, etc. in the curriculum content of History, General Studies, Chinese Language, Geography and even Music and Arts. Moreover, elements that enable a better understanding of our country are added to different life-wide learning activities, such as activities related to the Hong Kong Special Administrative Region Establishment Day or National Day. The EDB provides support for schools in various areas. The relevant expenditure is subsumed under the recurrent expenditure of the EDB and cannot be identified separately.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5504)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the improvement of teaching and learning environment of public sector schools, please provide the following information:
(1) Please provide the respective number of primary and secondary schools operating in school premises considered sub-standard by prevailing standards in each of the past 3 years;
(2) Please provide the respective number of schools which had applied for the School Improvement Programme, reprovisioning and redevelopment, and had carried out minor improvement works projects in each of the past 3 years. What were the staffing and expenditure involved in each case?
(3) How many "matchbox-style school premises" have been reprovisioned in the past year? How many "matchbox-style school premises" remain?
(4) In 2019/20, what measures will the Government adopt to help improving the campus environment of public sector schools? What is the estimated expenditure involved?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 249)

Reply:

At present, there are about 850 ordinary public sector primary and secondary schools in the territory. Their premises were built in different periods in accordance with the building standards at the time of construction and facilities in the premises vary. While the standards have been changing over the years, existing school premises in operation are required to comply with prevailing statutory requirements. As at March 2019, about 200 of them were built according to prevailing standards.

Among the schools built in different periods, some are cuboidal-shaped premises constructed between mid-1960s and 1980 in public housing estates for primary school use. These school premises are often referred to as "matchbox-style school premises". Following the reprovisioning of one public sector primary school previously operating in "matchbox-style school premises" to a vacant school premises (VSP) in September 2018, there are at present 27 public sector primary schools operating in "matchbox-style school premises". Among these 27 schools, 6 have been allocated new school premises or VSP through the School Allocation Exercises (SAE) for reprovisioning or expansion.

We understand that the community is concerned about conditions of facilities at old school premises. Over the years, the Education Bureau (EDB) has put in place various measures to enhance school facilities having regard to the needs of schools for improving the teaching and learning environment. These measures mainly include the completed School Improvement Programme (SIP), the existing reprovisioning programme, redevelopment programme, as well as the annual major repairs (MR) and emergency repairs (ER) mechanism.

The SIP implemented between 1994 and 2006 aimed at progressively improving the teaching and learning environment of schools so as to provide additional space and facilities for teaching, out-of-class activities and supporting services for both teachers and students. Phases One to Three of the SIP focused on upgrading the schools' teaching, learning and administration facilities. Phase Four and the Final Phase aimed to upgrade the schools' facilities to the prevailing standards where technically feasible. The scope of improvement works for individual schools under the SIP varied according to the schools' vision and mission, characteristics, the facilities in place and site conditions. Over 700 public sector schools built according to the planning standards when the schools were constructed have their school facilities enhanced through one of the five phases of the SIP.

For reprovisioning of existing schools to new school premises on reserved school sites or VSP which are suitable for this purpose, allocation is generally done through openfair and competitive bidding under SAE. All eligible school sponsoring bodies in the territory can apply for reprovisioning of existing schools under their sponsorship when SAE for reprovisioning purpose are launched from time to time. Applications are assessed by the School Allocation Committee (comprising both official and non-official members), with quality of education being the prime consideration. Other factors, including the operation track records of the SSBs concerned, the proposed school plans after relocation, the conditions of the existing school premises, etc. will also be considered. Schools may take into account their school-based considerations and consider if they would like to submit application for reprovisioning under the prevailing competitive-based school allocation mechanism. In the past 3 financial years, 2 planned new primary school premises and 4 VSP were allocated for reprovisioning or physical extension of existing schools. A total of 27 applications were received. The Second SAE 2019 launched by EDB in February 2019 seeks to allocate 1 planned new primary school premises and 1 VSP for reprovisioning of existing primary schools. The relevant SAE is underway.

As regards in-situ redevelopment/extension projects, interested schools would indicate their intention for redevelopment/extension to the EDB. As always, we will thoroughly consider each proposal for in-situ redevelopment/extension according to a set of eligibility criteria, including the age and physical condition of the school premises concerned, technical feasibility of in-situ redevelopment/extension, quality of education service, sustainability of the school concerned, availability of suitable premises for decanting (if applicable), and the supply and demand of school places in the district concerned. We also need to take into account the manpower available and foreseeable commitment on school building, as well as the capacity of the construction sector as anticipated on the basis of past experience. At present, we are planning for 6 in-situ redevelopment/extension projects and funding approval has been obtained for 4 of them. We may take up more projects, having regard to the progress of the school building projects in hand, the funding availability under

the Public Works Programme in recent years and the request for redevelopment from schools.

As for minor improvement works, the EDB applies for block allocations under the Capital Works Reserve Fund to implement such works so as to improve the facilities of schools in need. In the past 3 financial years, a total of 46 new minor improvement works projects were approved, involving a total estimated expenditure of about $710 million.

In addition, based on the consensus reached with the sector earlier on, the EDB is carrying out improvement works for the above primary schools operating in "matchbox-style school premises", with a focus on addressing the common problems arising from the unique architectural design of those premises. The improvement works have commenced progressively since the summer of 2017 and are scheduled for completion by the summer of 2019. Under this programme, our works consultants have also explored technically feasible means for more flexible use of existing space, such as minor internal conversion and installation of moveable partition walls to turn existing facilities into temporary special rooms. We are following up the relevant works progressively in accordance with the schools' indications and needs, with a view to improving the teaching and learning environment within the constraints of space and existing building design.

Taking into account the experience from the aforementioned "matchbox-style school premises" improvement programme and views of different stakeholders (including the Hong Kong Aided Primary School Heads Association and the Subsidized Primary School Council), we are preparing to conduct similar minor internal conversions at other school premises constructed according to past building standards to facilitate more flexible use of existing space by schools, thereby enhancing the teaching and learning environment and efficacy. We have reserved $1 billion to take forward the said improvement works programme. Schools may propose conversion works to the EDB in the upcoming two years, based on the conditions of their premises and needs. We have issued the relevant letter to all schools in late March 2019 and arranged briefing sessions in April 2019 to explain the detailed arrangements of the programme, as well as to share the experience from similar improvement works in "matchbox-style school premises" for schools' references.

Meanwhile, aided schools may apply for funding to carry out school premises maintenance and repair works under the annual MR and ER mechanism. Through the existing MR and ER mechanism, consultants and contractors appointed by the EDB continue to assist schools in handling relatively larger scale or more complicated repair works (i.e. repair works with estimated project costs over $3,000 for primary and special schools or over $8,000 for secondary schools) to enhance school facilities. If necessary, aided schools may also submit applications for non-recurrent subvention to carry out emergency repair works under the ER mechanism throughout the year. In this regard, we have reserved a non-recurrent subvention of about $1.5 billion in 2019-20, comparable to that of 2018-19, for carrying out the works concerned.

The manpower expenses on processing applications for the above improvement measures have been subsumed under the recurrent expenditure of the EDB. We do not have a separate breakdown on expenditure in this regard.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5506)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What were the details and subsidy amount of "Free Quality Kindergarten Education Scheme", "refund of rent, rates and government rent" and "training for principals and teachers" provided by the Government for pre-primary education in the past 3 years?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 251)

Reply:

Information on the kindergarten (KG) education scheme (Scheme), reimbursement of rent, rates and government rent, as well as training for principals and teachers is as follows:

(i) The Scheme has been implemented starting from the 2017/18 school year to replace the Pre-primary Education Voucher Scheme (PEVS). The policy objectives are to provide good quality and highly affordable KG education, and enhance the accessibility of students to different modes of services that suit their specific needs. The Government provides KGs joining the Scheme (Scheme-KGs) with direct subsidy according to the number of eligible students in the form of a basic half-day unit subsidy. KGs offering whole-day and long whole-day services will receive an additional subsidy of 30% and 60% respectively. School-specific grants, including premises maintenance grant, rental subsidy, grant for a cook, tide-over grant and grant for support to non-Chinese speaking (NCS) students are provided to cater for the diverse needs of individual KGs or students.

(ii) Before the implementation of the Scheme in the 2017/18 school year, rental subsidy was provided under the Non-profit-making Kindergarten Rent Reimbursement Scheme for eligible non-profit-making (NPM) KGs to meet their rental expenses. New application for rent reimbursement is no longer accepted after the implementation of the Scheme starting from the 2017/18 school year. Scheme-KGs can apply for rental

subsidy. Moreover, NPM KGs (regardless of whether they have joined PEVS or the Scheme) may also apply for full refund of rates and government rent for their school premises.

(iii) Professional training courses are provided for KG principals and teachers to facilitate their professional development. The themes include supporting NCS students in learning Chinese, catering for students at risk of developmental delay, and strengthening leadership effectiveness of management personnel, etc. Study tours to other regions or countries are also organised for understanding the latest development in early childhood education.

The expenditures on the above items incurred from 2016-17 to 2018-19 are as follows:

	2016-17	2017-18	2018-19
	($ million) (Actual)	($ million) (Actual)	($ million) (Revised Estimate)
(i) KG Scheme (Note 1)	210.8	3,903.5	6,041.2
(ii) Refund of rent, rates and government rent (Note 2)	276.0	128.8	7.4
(iii) Training for principals and teachers (Note 3)	1.7	2.7	4.6

Note 1: The expenditures in 2016-17 and 2017-18 reflect the expenditure for the first 8 months after the implementation of the KG Scheme in the 2017/18 school year (i.e. from August 2017 to March 2018), and the one-off start-up grant provided for Scheme-KGs in 2016-17 and 2017-18. The expenditure in 2018-19 is the expenditure on the Scheme for the whole year.

Note 2: The expenditures in 2016-17 and 2017-18 reflect the expenditure on the rent reimbursed to NPM KGs under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the full-year rates and government rent reimbursed to NPM KGs before the implementation of the Scheme in the 2017/18 school year (i.e. from April 2016 to August 2017). Starting from the 2017/18 school year, expenditures on rental subsidy and reimbursement of rates and government rent to Scheme-KGs are subsumed under the overall expenditure of the Scheme. Reimbursement of rates and government rent to NPM KGs not joining the Scheme continues.

Note 3: 2017/18 is the first school year after the implementation of the KG Scheme and KGs need time to adapt to the new Scheme. Therefore, relevant training programmes are introduced in the latter part of the school year. Part of the expenditure cannot be fully reflected in 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5761)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Has the Government conducted research or consultation on "provision of a salary scale for kindergarten teachers"? If yes, what are the related timetable and details? If no, what are the reasons?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 255)

Reply:

A proposed mandatory salary scale for kindergarten (KG) teachers is similar to the practice currently adopted by aided schools. The funding mode for aided schools is tied with several inter-connected components, such as the Education Bureau's annual approval for the number of operating classes and the staff establishment, and is subject to the control measures implemented by the Government for the prudent and balanced planning of school places under the school place allocation systems. If the aided school funding mode is adopted in the KG sector, it may result in packing of classes and teacher redundancy in KGs in times of enrolment drop. Besides, KGs would become less flexible in operating half-day and whole-day classes to meet the needs of parents. On the other hand, as compared to a mandatory salary scale on which teacher salary is determined solely by seniority, a salary range allows greater flexibility and ensures competitiveness. It enables the KG management to decide flexibly the remuneration of its staff, taking into account their qualifications, teaching experience, performance, additional duties, training received and special skills possessed. As the setting up of a salary scale for KG teachers involves various aspects as mentioned above, it should be handled prudently. In this connection, we have undertaken to use the data of the three school years from 2017/18 to 2019/20 as the basis to explore the feasibility of introducing a salary scale for KG teachers. As announced in the 2018 Policy Address, we plan to start a review in mid-2019 on the implementation of the new KG education policy, including the salary arrangements for KG teachers. We will consult stakeholders during the process.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6462)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information in respect of the Council on Professional Conduct in Education (CPC):

(a) The number of meetings held by the CPC and the attendance rate of each member in the past year;

(b) The frequency of members attending or organising delegations, local and overseas conferences, symposiums and consultation meetings in the capacity of a member or representative of the CPC in the past year, and the expenditure items involved;

(c) The number of proposals submitted by the CPC to the Government in the past year, and their contents; and

(d) The number of cases of disputes or alleged professional misconduct involving educators that required the CPC to tender advice to the Permanent Secretary for Education in the past 3 years.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 361)

Reply:

(a) The attendance rate of current members of the Council on Professional Conduct in Education (CPC) at meetings of the CPC and its committees during the period from 1 May 2018[@] to 15 March 2019 is tabulated below.

Note: [@] A CPC term commences on 1 May, and thus 1 May is adopted as the starting date for compiling statistics on the annual attendance at meetings of the CPC and its committees.

Name	Total number of meetings of the CPC and its committees^	Number of meetings attended	Attendance rate (%)
Ms LEE Suet-ying, MH (Chairperson)	20	19	95
Mr FONG King-lok (Vice-Chairperson)	23	22	96
Dr CHAN Wai-kai	4	1	25
Mr CHEN Wai-lun, Stanley	18	12	67
Mr CHEN Yan-kai	20	12	60
Mr CHEUNG Fu-wing	19	12	63
Mr CHOW Ping-yan, Alan	14	6	43
Mr HO Chi-wai	14	5	36
Mr HO Pui-sing	14	11	79
Mr KING Chi-yu	5	5	100
Ms KWAN Shuk-ling, Elaine	19	13	68
Dr LAM Hiu-fung	5	2	40
Dr LAM Lee George	5	2	40
Dr LAM Sek-kong, MH	8	4	50
Ms LAW Pei-lee	8	6	75
Mr LI Chin-wa	20	14	70
Ms LO Hau-lam	5	4	80
Ms NG Tan, Denise	5	2	40
Mr NGAN Kit-yan	5	3	60
Mr PUN Tin-chi	13	12	92
Ms THONG Lee-peng, Elizabeth	8	7	88
Ms TSANG Git-ging, Josephine	5	3	60
Mr TSANG Sui-ming	15	15	100
Mr TSE Chang-keung	8	7	88
Ms WAN Ngai-ting	14	6	43
Mr WONG Wai-hung, Addy, MH	5	5	100
Ms YU Yee-wah, Eva	14	11	79
Representative of the Education Bureau#	4	4	100

^ This figure varies with the number of committees joined by individual members

The incumbent Principal Education Officer (Professional Development and Training) of the Education Bureau

(b) In the 2018-19 financial year, the CPC members were invited to speak at 11 school talks on professional conduct in education and participated in 3 briefing cum consultation sessions held by the CPC on revising the Code for the Education Profession of Hong Kong. The expenses involved were subsumed under the recurrent expenditure of the Education Bureau. The CPC members neither attended nor organised overseas conferences or delegations in the capacity of a representative of the CPC.

(c) Last year, a work focus of the CPC was to complete the refinement to the Case Handling Procedures (Procedures) of the CPC with a view to effectively enhancing the efficiency and objectivity in case handling. In this connection, the CPC put forward relevant recommendations to the Government in 2018, which included streamlining the Procedures from 6 stages to 2 main stages, namely "Case-filing Stage" and "Inquiry Stage"; increasing the number of Case-filing Panel members from 2 to 3; and replacing the "appeal mechanism" with a "review mechanism" at the Case-filing Stage. In addition, the CPC proposed that a mediation mechanism should be introduced in the new Procedures to resolve disputes in a constructive way. The new Procedures have been implemented starting from 1 June 2018.

(d) All along, the CPC handles complaint cases following the established Procedures. Under the Procedures, the CPC arranges an inquiry into a case filed or conducts a study on issues relating to professional conduct, and submits conclusions and recommendations to the Permanent Secretary for Education (PS(Ed)) for consideration. During the period from 1 January 2016 to 31 December 2018, the CPC advised the PS(Ed) on 4 cases of disputes or alleged professional misconduct involving educators and 1 case of study.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4563)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that during 2019-20, the Education Bureau will enhance the subsidy for kindergartens joining the kindergarten education scheme and admitting non-Chinese speaking (NCS) students by providing tiered subsidies for these kindergartens based on the number of NCS students admitted starting from the 2019/20 school year. Please set out the specific arrangements of the provision, the additional financial resources and manpower involved, and the estimated number of students and schools benefitting from the subsidies.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 51)

Reply:

At present, for kindergartens (KGs) joining the KG education scheme (Scheme), those admitting 8 or more non-Chinese speaking (NCS) students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. Starting from the 2019/20 school year, a 5-tiered subsidy will be provided for KGs joining the Scheme according to the number of NCS students admitted. KGs admitting 1 NCS student will also receive the subsidy and the subsidy for the highest tier will be a double of the current level. Details are as follows:

Tier	Number of NCS students	Subsidy amount
1	1 to 4	New cash grant of $50,000 per year
2	5 to 7	New subsidy at a rate of 0.5 KG teacher
3	8 to 15	Subsidy at a rate of 1 KG teacher (i.e. the current arrangement)
4	16 to 30	Increased subsidy at a rate of 1.5 KG teachers
5	31 or more	Increased subsidy at a rate of 2 KG teachers

The total additional expenditure involved in the provision of the aforesaid subsidy for the 2019/20 school year is around $40 million. The relevant manpower expenses have been subsumed under the overall expenditure of the Education Bureau and a breakdown is not available. It is estimated that about 400 KGs joining the Scheme will meet the eligibility criteria of the subsidy, and all NCS students admitted to KGs joining the Scheme (Scheme-KGs) can be benefitted. As reference, the number of NCS students admitted to Scheme-KGs is about 5 300 in the 2018/19 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4564)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under the Programme, the Education Bureau will, in 2019-20, consider how to support kindergartens joining the kindergarten education scheme to promote reading in the long run in the light of the experience of implementing the Pilot Scheme on the Promotion of Reading Grant for Kindergartens in the 2018/19 school year. Please provide the detailed funding arrangements for the Pilot Scheme on the Promotion of Reading Grant for Kindergartens last year. Did the Administration monitor kindergartens' use of the funding so as to achieve the effect above? Were kindergartens provided with guidelines on effective use of the funding?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 52)

Reply:

The details of the funding arrangements for the Pilot Scheme on the Promotion of Reading Grant for Kindergartens (referred to as Pilot Scheme hereafter) and its monitoring are as follows:

Implemented in the 2018/19 school year, the Pilot Scheme lasts for 1 school year and offers a quota of 250 for application by kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes (collectively referred to as KGs hereafter) joining the Kindergarten Education Scheme. The amount of grant disbursed to KGs is based on the total number of students enrolled from K1 to K3 in the 2018/19 school year. Specifically, a one-off grant of $5,000 has been disbursed to the KGs with a student enrolment of 80 or less, while a one-off grant of $10,000 has been disbursed to the KGs with a student enrolment of more than 80.

The Education Bureau (EDB) issued a circular memorandum on 28 September 2018 to set out the details of the principles and examples of use of the grant for KGs' reference. The Pilot Scheme will end at the end of August 2019. KGs participating in the Pilot Scheme need to use up the grant before the end date. They are required to keep a separate ledger account in the "School Account" to record all the incomes and expenditures chargeable to the grant, and submit the annual audited accounts to the EDB in accordance with the requirements. Any unspent balance as at 31 August 2019 will be clawed back by the EDB. The EDB will, by the end of the 2018/19 school year, collect the related information, including the views and suggestions on the use of the grant, to formulate the long-term arrangements for the promotion of reading in KGs.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4565)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated under the Programme, the Education Bureau will enhance funding support for kindergartens to raise the quality of kindergarten education in 2019-20.

(1) Would the Administration advise of the annual expenditure on kindergarten teachers' salaries since the implementation of the kindergarten education scheme?

(2) Would the Administration advise of the annual expenditure on improving school premises and facilities of kindergartens since the implementation of the kindergarten education scheme?

(3) Would the Administration advise of the annual expenditure on enhancing teaching and curriculum in kindergartens since the implementation of the kindergarten education scheme?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 53)

Reply:

(1) The new kindergarten (KG) education policy has been implemented starting from the 2017/18 school year, under which direct subsidies are provided for KGs joining the KG education scheme (Scheme), including the basic unit subsidy calculated based on the number of students as well as grants that cater for the needs of individual KGs and their students, such as tide-over grant, rental subsidy and premises maintenance grant, etc. The basic unit subsidy covers expenses on salaries for teaching staff and supporting staff and other operating costs. In this connection, to ensure that teachers are remunerated reasonably, the Education Bureau (EDB) provides salary ranges for respective ranks of teaching staff for KGs to remunerate their teachers within their corresponding salary ranges. KGs must allocate 60% of the basic unit subsidy as teachers' salary portion and may deploy

any portion of the remaining 40% for teaching staff salaries and related expenses, but not vice versa. Besides, KGs with a large number of long-serving teachers receiving higher salaries before joining the Scheme are eligible for tide-over grant. KGs can allocate resources according to their own needs to pay teachers' salaries, provided that they meet EDB's requirements mentioned above. As such, a breakdown of KGs' expenses on salaries for teaching staff is not available.

(2) On improving KGs' premises and facilities, the EDB has, upon review of the Recommended Schedule of Accommodation for KG (SoA) in the Operation Manual for Pre-primary Institutions, proposed that the KG indoor floor area for each student should be increased by 20%. When developing new public housing estates, the Government will in principle take into consideration the demand for KG places to reserve sites for KG premises based on the new SoA. School Sponsoring Bodies (SSBs) can also make reference to the new SoA when developing new KGs in other premises or improving existing KG facilities. The new SoA has been included in the Operation Manual for Pre-primary Institutions and relevant government departments and SSBs have been informed accordingly. The related expenses have been subsumed under the overall expenditure of EDB, and therefore a breakdown of expenditure is not available. Furthermore, to alleviate the financial burden of premises and facilities maintenance cost on KGs, we have provided the premises maintenance grant under the Scheme (Notes 1 & 2). The related expenditure is as follows:

	2017-18 Actual ($ million) (Note 3)	2018-19 Revised Estimate ($ million)	2019-20 Estimate ($ million)
Premises maintenance grant under the Scheme	13	22	23

(3) Under the Scheme, training for teachers has also been strengthened. The related expenditure is as follows:

	2017-18 Actual ($ million) (Note 3)	2018-19 Revised Estimate ($ million)	2019-20 Estimate ($ million)
Training for principals and teachers (Note 4)	2.7	4.6	6.2

In parallel, the EDB continues to organise professional development programmes for teachers to enhance their professional capabilities and facilitate the implementation of KG curriculum. The expenses incurred have been subsumed under the overall expenditure of EDB, and therefore a breakdown of expenditure is not available.

Notes:

1. KGs joining the Scheme and operating in self-owned school premises or premises owned by their SSBs with the KGs paying no rent or nominal rent are eligible for the premises maintenance grant to alleviate the financial burden arising from major repairs. For KGs operating in rented premises, as major repairs should be the responsibility of the owners rather than the KG tenants, this subsidy is considered not necessary.
2. For internal renovation that does not fall under the owners' responsibility, KGs joining the Scheme may charge the expenditure to the basic unit subsidy not within the teachers' salary portion (i.e. not more than 40% of the basic unit subsidy).
3. The expenditure in 2017-18 reflects the expenditure for the first 8 months after the implementation of the Scheme (i.e. from August 2017 to March 2018).
4. Since 2017/18 is the first school year after the introduction of Scheme, KGs need time to adapt to the new Scheme. Therefore, relevant training programmes were rolled out in the latter part of the school year. Part of the expenditure cannot be fully reflected in 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4566)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that during 2019-20, the Education Bureau will continue to conduct Quality Review for kindergartens joining the kindergarten education scheme to ensure quality kindergarten education. What are the criteria for the Quality Review? What did last year's Quality Review find out about kindergartens in the territory? What measures are in place to discourage over-drilling in kindergartens?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 54)

Reply:

The kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. All KGs participating in the Scheme are subject to the Quality Assurance Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the Education Bureau (EDB). Both SSE and QR are conducted on the basis of performance indicators (PIs). PIs comprise 4 domains, i.e. Management and Organisation, Learning and Teaching, School Culture and Support for Children, and Child Development. They cover various aspects of school operation and major areas in children development. Under each of the 4 macro-level domains, the refined PIs are categorised into tiers of Area, Performance Indicator, Aspect and Evidence of Performance.

In the 2017/18 school year, all KGs under review have met the standards of QR. As a standing practice, all QR reports have been uploaded onto the EDB website. In addition, we have, as before, consolidated our observations during QRs in the past year and shared them with KGs in briefing sessions. Gists of the briefing sessions have also been uploaded onto the EDB website.

The curriculum arrangements of KGs joining the Scheme must be based on the Kindergarten Education Curriculum Guide. The Guide explicitly stated that KGs should not ask K1 children to hold a pencil to write, or ask K2 and K3 children to do mechanical copying and calculation, and should not arrange homework that is excessive, frequent and too difficult, so as to avoid unnecessary pressure and drilling. These requirements are set out clearly in the PIs.

QR teams make professional judgement on overall school performance based on the PIs. If KGs are found to have arranged curriculum or homework that is not in line with the abilities and developmental needs of children (for example, by asking children to do excessive or too difficult homework, or mechanical copying), we will request them to stop such practices immediately and make improvement accordingly. We will also point out the inappropriate arrangement in the QR reports which will be uploaded onto the EDB website for public information. We will monitor the situation through school visits to check if the KGs have ceased the drilling activities or adjusted the content of the curriculum appropriately.

On the other hand, the collaboration of parents is also very important. In this connection, we strive to promote parent education in order to enhance parents' understanding of children's development and learning needs to avoid doing harm to children's learning inadvertently through activities that are beyond their abilities. We seek to enhance parents' understanding of the goals of KG education through briefing sessions and pamphlets. We have also produced a series of short films under the theme "Joyful and Balanced Development for Young Children Education" to help parents learn more about KG education so that they could better co-operate with schools' learning and teaching.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4568)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please provide a breakdown of the number of students with special educational needs (SEN) studying in mainstream primary schools by grade level and by major SEN type.

(2) Please provide a breakdown of the number of students with SEN studying in mainstream secondary schools by grade level and by major SEN type in the past 3 years.

(3) Please provide a breakdown of the number of students with SEN studying in universities by grade level and by major SEN type.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 56)

Reply:

(1)

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade level and by major SEN type in the 2018/19 school year is set out at Appendix 1.

(2)

The number of students with SEN studying in public sector mainstream secondary schools by grade level and by major SEN type from the 2016/17 to 2018/19 school years is set out at Appendix 2.

(3)

Based on the information provided by post-secondary institutions, the number of students with SEN pursuing full-time locally-accredited sub-degree and undergraduate programmes at the University Grants Committee (UGC)-funded universities and non-UGC-funded institutions in the 2018/19 academic year is set out at Appendix 3.

Number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade level and by major SEN type in the 2018/19 school year[Note 1]

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Mental Illness
P1[Note 2]	6	103	567	148	13	4	59	19	10
P2	188	123	1 010	346	20	7	74	932	9
P3	2 552	142	1 042	808	18	5	58	593	6
P4	2 719	161	1 053	1 126	25	8	59	408	4
P5	2 587	108	1 060	1 283	16	9	53	297	13
P6	2 313	124	961	1 400	22	7	61	257	13

Notes:

1. Figures show the position as at September of the respective school year. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

2. The numbers of Primary 1 students with SEN shown in the above table denotes the position as at September of the respective school year and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

Number of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade level and by major SEN type from the 2016/17 to 2018/19 school years(Note)

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6
2016/17	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	S1	S2	S3	S4	S5	S6
2016/17	169	199	167	151	109	112
2017/18	126	149	194	137	122	99
2018/19	148	130	161	153	122	119

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6
2016/17	588	533	509	490	376	306
2017/18	755	633	545	518	460	365
2018/19	849	813	664	581	483	454

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6
2016/17	1 114	1 094	1 008	801	615	461
2017/18	1 277	1 271	1 122	953	693	547
2018/19	1 368	1 461	1 337	1 083	874	660

Physical Disability	S1	S2	S3	S4	S5	S6
2016/17	26	18	23	41	44	38
2017/18	27	25	16	26	37	42
2018/19	14	32	27	17	23	40

Visual Impairment	S1	S2	S3	S4	S5	S6
2016/17	7	9	11	18	12	21
2017/18	4	7	17	12	15	10
2018/19	4	6	13	17	11	11

Hearing Impairment	S1	S2	S3	S4	S5	S6
2016/17	42	58	59	71	65	56
2017/18	50	45	58	59	68	59
2018/19	45	48	49	58	52	61

Speech & Language Impairment	S1	S2	S3	S4	S5	S6
2016/17	135	74	58	37	22	28
2017/18	171	62	60	33	26	15
2018/19	177	52	60	33	17	24

Mental Illness	S1	S2	S3	S4	S5	S6
2018/19	22	42	53	57	61	74

Note:
Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of student to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

Number of students with special educational needs (SEN) (Note 1) pursuing full-time locally-accredited sub-degree and undergraduate programmes in the 2018/19 academic year

2018/19 Academic Year (Note 4)	Sub-degree			Undergraduate		
	UGC-funded (Note 4)	Non-UGC funded	Total	UGC-funded (Note 4)	Non-UGC funded	Total
Specific Learning Difficulties	1	364	365	42	61	103
Intellectual Disability	Not available (Note 2)	0	0	Not available (Note 2)	0	0
Autism Spectrum Disorders	1	110	111	42	24	66
Attention Deficit / Hyperactivity Disorder	0	155	155	61	66	127
Physical Disability	1	41	42	42	24	66
Visual Impairment	0	23	23	35	21	56
Hearing Impairment	0	85	85	89	30	119
Speech and Language Impairment	0	35	35	16	19	35
Mental Illness	2	132	134	62	46	108
Others (Note 3)	13	78	91	172	39	211
Total	18	1 023	1 041	561	330	891

Notes:

1. The number of students with SEN is based on the information as declared by students of individual institutions.
2. There is no separate category for "Intellectual Disability" under the data collection of the UGC. Students with such type of disability, if any, would be covered under "Others".
3. Including multiple types of disabilities. Different classifications of SEN types are adopted by institutions. Declaration of disabilities is made voluntarily by students.
4. Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4569)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the 2019-20 Budget that the Education Bureau (EDB) will provide Enhanced School-based Speech Therapy Services (SBSTS) to all public sector primary and secondary schools to allow more comprehensive SBSTS by creating school-based speech therapist (SBST) posts for clusters of schools by phases in 3 years starting from the 2019/20 school year. Please provide details of the funding arrangement, and tabulate the estimated number of additional SBSTs to be engaged and the estimated numbers of students and schools to be benefitted from the measure.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 57)

Reply:

Starting from the 2019/20 school year, the Education Bureau (EDB) will implement the Enhanced School-based Speech Therapy Service (Enhanced SBSTS) by creating school-based speech therapist (SBST) posts in the public sector mainstream schools by phases in 3 years. The EDB will form clusters of schools according to the number of approved classes of schools, number of students with speech and language impairment (SLI) and their severity of SLI, previous experience of schools in employing SBSTs and the schools' preference. Most of the school clusters will be formed by 2 schools. One school in each cluster will be the base school. The permanent posts of SBST will be created in the base schools. After the full implementation of the Enhanced SBSTS, it is estimated that about 420 SBST posts will be created in the public sector mainstream schools. The estimated recurrent annual expenditure is about $320 million. In the 2018/19 school year, the total number of students with SLI and students with other types of special educational needs comorbid with SLI is 25 510 in 845 public sector mainstream primary and secondary schools. The Enhanced SBSTS covers the 3 major domains of prevention, remediation and development. The SBSTs will provide assessment and treatment for students with SLI to reduce the impacts of SLI on their communication, learning and social aspects. They

will also arrange and organise activities and programmes for enhancing language learning, incorporate language learning strategies into instructional elements and integrate into classroom learning, thus enhancing the language abilities of all students in school. Therefore, the implementation of the Enhanced SBSTS benefits not only the students with SLI, but other students in school as well.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4570)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to the 2019-20 Estimates, the Education Bureau will provide permanent teaching posts and Learning Support Grant (LSG) to public sector ordinary primary schools as well as restructuring the additional resources under the LSG, Intensive Remedial Teaching Programme and Integrated Education Programme. Please set out the amount of funding allocated under the aforesaid programmes and the numbers of students and schools benefited from them in the past 3 years.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 58)

Reply:

To help public sector mainstream schools cater for students with special educational needs (SEN), on top of regular subvention, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. In the light of school contexts and the development of integrated education (IE), schools are provided with additional resources under different modes, including the Learning Support Grant (LSG), Intensive Remedial Teaching Programme (IRTP) and IE Programme. In the past 3 school years (2016/17 to 2018/19 school years), the number of public sector mainstream primary and secondary schools with the provision of LSG, IRTP and IE Programme and the total expenditure incurred are provided in the Appendix.

Irrespective of the funding mode adopted, schools should deploy additional manpower to render appropriate support for students in need under the Whole School Approach to IE. Schools should also pool and deploy additional resources and other school resources flexibly and holistically to provide support for students with SEN according to individual conditions and needs. Hence, all students with SEN should benefit from such additional resources. In the 2016/17 to 2018/19 school years, the number of students with SEN

studying in public sector mainstream primary and secondary schools are provided in the table below:

School year	2016/17	2017/18	2018/19
Primary school	21 860	22 980	25 010
Secondary school	21 030	22 380	24 070

Number of public sector mainstream primary and secondary schools adopting Learning Support Grant (LSG), Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme and the total provision from the 2016/17 to 2018/19 school years

Table 1

Number of schools provided with the LSG and the total provision from the 2016/17 to 2018/19 school years

		2016/17	**2017/18**	**2018/19**
Primary school	No. of schools (Note 1)	314	355 (Note 2)	381 (Note 2)
	Total provision ($ million)	262.4	280.9	308.8
Secondary school	No. of schools	382	385 (Note 2)	385 (Note 2)
	Total provision ($ million)	276.6	308.7	337.5

Notes:

1. Primary schools adopting Mixed Mode and Migration Mode are both provided with the LSG, their LSG ceilings for the above school years were $0.35 million and $0.6 million per annum respectively. Figures include schools adopting these two modes.
2. Starting from the 2017/18 school year, the LSG covers students with mental illness, with a view to providing schools (including schools implementing IRTP and IE Programme) with additional resources to better cater for the learning, social, emotional and behavioural needs of these students at the Indicated level. As schools implementing IRTP and IE Programme will also have students with mental illness for whom LSG has been provided, the numbers of relevant schools in the 2017/18 and 2018/19 school years are higher than that of the 2016/17 school year.

Table 2

A. Number of primary schools under the Intensive Remedial Teaching Programme (IRTP) (including Mixed Mode and Migration Mode) and the total provision from the 2016/17 to 2018/19 school years

	2016/17	**2017/18**	**2018/19**
No. of primary schools	242	241	239
Total provision ($ million)	202.3	207.2	214.5

B. Number of schools under the Integrated Education (IE) Programme and the total provision from the 2016/17 to 2018/19 school years

		2016/17	**2017/18**	**2018/19**
Primary school	No. of schools	25	25	25
	Total provision ($ million)	13.1	13.5	14.4
Secondary school	No. of schools	8	8	8
	Total provision ($ million)	5.0	5.1	5.3

Note:
Since the introduction of the New Funding Mode (NFM) in the 2003/04 school year, schools implementing IRTP and IE Programme have been encouraged to switch to NFM to receive LSG for greater flexibility in the use of resources to support students with special educational needs.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4571)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to the 2019-20 Estimates, the Education Bureau will extend the Enhanced School-based Educational Psychology Service (with the ratio of educational psychologist (EP) to school being 1:4) to about 60 per cent of all public sector schools and enhance the ratio of EP to school to 1:6 for the remaining 40 per cent of schools. Please advise of the current EP-to-school ratios in all public sector primary and secondary schools in Hong Kong respectively, and the specific funding arrangements. Please tabulate the estimated provision of additional manpower, and the estimated number of students and schools to be benefitted.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 59)

Reply:

All public sector mainstream primary and secondary schools (including 389 public sector secondary schools and 456 public sector primary schools) have been provided with the School-based Educational Psychology Service (SBEPS) starting from the 2016/17 school year. In that school year, the EDB progressively improved the ratio of educational psychologist (EP) to school to 1:4 for public sector primary and secondary schools with comparatively large number of students with special educational needs (SEN), i.e. Enhanced School-based Educational Psychology Service (Enhanced SBEPS). In the 2018/19 school year, the Enhanced SBEPS covers 119 primary and secondary schools. The Enhanced SBEPS will be extended to about 150 primary and secondary schools in the 2019/20 school year. In the 2018/19 school year, the number of EPs involved in the provision of the SBEPS (including Enhanced SBEPS) is 151. While the number and complexity of cases vary from school to school, in terms of number of schools, each EP serves 6 to 10 public sector mainstream primary and secondary schools, in general 7 to 8 schools. In the 2018/19 school year, the revised estimate for the provision of SBEPS to public sector mainstream schools is $173 million.

As announced by the Chief Executive in the 2018 Policy Address, the Enhanced SBEPS will be extended with the target of covering about 60% of public sector schools by the 2023/24 school year; that is, the ratio of EP to school at 1:4. The ratio will be enhanced to 1:6 for the remaining 40% of schools. Solely based on the demand for manpower to directly provide the SBEPS, about 50 more EPs will be needed to achieve the above-mentioned targets. Nonetheless, the supply of and demand for EPs are affected by many factors such as the implementation of new measures requiring educational psychology service, demand for EPs in other sectors, wastage of EPs, etc. The EDB will continue to keep in view the supply of and demand for EPs in planning for the number of EPs required for each year, with the aim of achieving the above-mentioned targets by the 2023/24 school year.

The number of students requiring direct support from EPs varies from school to school, while the level and frequency of support that individual students need also differ. In many cases, EPs need to collaborate with teachers, social workers, etc. to jointly support the students concerned according to the principle of Whole School Approach. Besides, school-based EPs enhance the effectiveness of the support rendered by schools to the students through strengthening the school support system and teachers' knowledge and skills in catering for students' diverse needs. In this regard, all students benefit from the provision of the SBEPS directly or indirectly.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4578)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information in the past 3 years:

(1) The activities subsidised by the Hong Kong Jockey Club Life-wide Learning Fund and the details of these activities; and

(2) A breakdown of the provision and number of student beneficiaries under the Fund by district.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 66)

Reply:

(1) & (2)

The Hong Kong Jockey Club Life-wide Learning Fund is jointly established by the Hong Kong Jockey Club Charities Trust and the Education Bureau to support students with financial needs in primary and secondary schools, including those receiving Comprehensive Social Security Assistance (CSSA) or full grant under the School Textbook Assistance Scheme, or meeting the school's established financially needy criteria, to participate in life-wide learning activities organised or recognised by schools for whole-person development. The provision and number of student beneficiaries by district under the Fund for the past 3 school years are set out at Annexes A to C.

Provision and Number of Student Beneficiaries by District under the Hong Kong Jockey Club Life-wide Learning Fund in the 2015/16 school year

District	Provision $ ('000)	Number of Student Beneficiaries*
Central & Western	987	2 560
Eastern	4,349	9 480
Islands	1,706	4 820
Southern	2,007	4 250
Wan Chai	1,036	3 520
Kowloon City	4,226	9 570
Kwun Tong	9,869	23 310
Sai Kung	3,867	11 990
Sham Shui Po	6,521	15 810
Wong Tai Sin	6,054	17 150
Yau Tsim Mong	3,398	8 810
North	6,101	16 060
Sha Tin	6,263	15 430
Tai Po	3,324	8 430
Kwai Tsing	8,203	21 080
Tsuen Wan	2,845	6 710
Tuen Mun	6,772	17 220
Yuen Long	10,279	26 420
Total	**87,807**	**222 620**

* The number of student beneficiaries, which has been rounded to the nearest 10, includes primary and secondary students receiving CSSA or full grant under the Student Financial Assistance Schemes or meeting the school's established financially needy criteria.

Provision and Number of Student Beneficiaries by District under the Hong Kong Jockey Club Life-wide Learning Fund in the 2016/17 school year

District	Provision $ ('000)	Number of Student Beneficiaries*
Central & Western	861	2 480
Eastern	4,138	9 960
Islands	1,589	4 120
Southern	1,797	3 670
Wan Chai	929	2 400
Kowloon City	3,893	8 690
Kwun Tong	9,479	23 020
Sai Kung	3,702	11 090
Sham Shui Po	5,859	15 230
Wong Tai Sin	5,607	15 900
Yau Tsim Mong	3,002	8 510
North	5,978	16 290
Sha Tin	6,102	14 710
Tai Po	3,203	8 960
Kwai Tsing	7,589	19 340
Tsuen Wan	2,585	5 730
Tuen Mun	6,103	15 810
Yuen Long	9,329	24 810
Total	**81,745**	**210 690**

* The number of student beneficiaries, which has been rounded to the nearest 10, includes primary and secondary students receiving CSSA or full grant under the Student Financial Assistance Schemes or meeting the school's established financially needy criteria.

Provision and Number of Student Beneficiaries by District under the Hong Kong Jockey Club Life-wide Learning Fund in the 2017/18 school year

District	Provision $ ('000)	Number of Student Beneficiaries*
Central & Western	840	2 050
Eastern	3,847	8 390
Islands	1,417	3 840
Southern	1,689	3 540
Wan Chai	864	2 410
Kowloon City	3,684	8 840
Kwun Tong	8,924	22 980
Sai Kung	3,411	10 080
Sham Shui Po	5,682	15 130
Wong Tai Sin	5,485	16 060
Yau Tsim Mong	2,830	7 600
North	5,920	16 490
Sha Tin	5,758	15 430
Tai Po	3,183	9 160
Kwai Tsing	7,101	18 130
Tsuen Wan	2,472	6 230
Tuen Mun	5,869	15 720
Yuen Long	9,064	24 710
Total	**78,040**	**206 760**

* The number of student beneficiaries, which has been rounded to the nearest 10, includes primary and secondary students receiving CSSA or full grant under the Student Financial Assistance Schemes or meeting the school's established financially needy criteria.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4579)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to the 2019-20 Estimates, the Education Bureau will continue to extend the Learning Support Grant (LSG) for public sector primary and secondary schools to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs. Please advise of the number of students with mental illness in mainstream primary and secondary schools, the amount of LSG provided for students with mental illness, the specific arrangements for providing support, and the number of students and schools benefitted in the past 3 years.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 81)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention to all mainstream schools, has been providing public sector schools with additional resources, including the Learning Support Grant (LSG). Starting from the 2017/18 school year, the LSG covers students with mental illness (MI) so that schools will have additional resources to provide enhanced support to cater for their learning, social, emotional and behavioural needs.

Based on the position of September of every school year, the EDB compiles statistics on the number of students with SEN of the respective school year. No figures of students with MI were collected before the 2017/18 school year. Since public sector mainstream schools have yet to provide the EDB with information about students with MI as in September of the 2017/18 school year for the calculation of the LSG, the EDB is unable to provide the number of students with MI in that school year (i.e. as in September). Based on the computation of the number of school applications for LSG approved by the EDB at the end of the first term in the 2017/18 and 2018/19 school years, the number of primary and

secondary school students with MI as the major type of SEN is around 470 and 800 respectively. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

The provision of LSG to the public sector mainstream primary and secondary schools is calculated and disbursed to schools based on a number of criteria. We have not compiled statistics on the number of schools admitting students with different types of SEN (including students with MI) for whom LSG has been provided, or the apportioned amount of LSG for specific types of SEN in the total amount of LSG. The expenditure on the LSG for public sector mainstream schools in the 2016/17 and 2017/18 school years is about $540 million and $590 million respectively. The revised estimated expenditure for the 2018/19 school year is about $650 million. Basing on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy the LSG and other school resources flexibly and holistically to render support for students with SEN according to individual conditions and needs, such as employing additional teachers or teaching assistants, hiring professional services, implementing school-based teacher training and parent education, etc. Students with SEN, not limited to students with MI, should all benefit from the provision.

In supporting students with MI, schools may utilise the LSG to employ additional staff (e.g. teaching assistants) to assist teachers in designing learning activities and materials as well as supporting students in classroom learning activities, hire professional support or guidance services (e.g. behavioural or emotional counseling and social training at school) in order to help students adjust to campus life. Schools may also use the LSG to implement school-based teacher training and parent education, etc. It should be noted that students diagnosed with MI should receive treatment in strict accordance with the instructions given by healthcare professionals. On the part of schools, subject to the consent of the parents, teachers may use the LSG or other resources to provide professional support, with a view to helping the students concerned to cope with the learning and personal growth challenges that the illness brings to them.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4580)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will continue with the enhanced provision of student guidance service for primary schools and has started implementing the policy of "one school social worker for each school" in public sector primary schools. The enhancement began in the 2018/19 school year, with a view to strengthening student guidance service in public sector primary schools. Does the Education Bureau maintain figures on the number of primary schools that have implemented the policy of "one school social worker for each school"? For primary schools that have not implemented this policy, do they all have guidance teachers or guidance service procured from the outside? What are the details?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 82)

Reply:

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. Under the new funding mode, schools may, having regard to their own circumstances, create a regular Assistant Social Work Officer post to increase stability or receive an equivalent subsidy to employ a school-based registered graduate social worker or hire service of a school-based registered graduate social worker from a social work service provider. Schools are also provided with the Consultation Service Grant to procure consultation, supervision or other support services for school social workers to ensure service quality. Besides, the existing arrangements for the Top-up Grant is enhanced so

that all public sector primary schools have more resources to enhance school social work and guidance services. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode, accounting for about 50% of all public sector primary schools.

Schools under the old funding mode may continue with the existing arrangements. They may opt for employment of Student Guidance Teachers/Officers or receive the Student Guidance Service Grant to employ student guidance personnel or procure social work or guidance services from non-governmental organisations on their own. Schools will also be provided with the Top-up Grant in accordance with the previous arrangements.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4582)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to 2019-20 Budget, the Education Bureau (EDB) will continue to enhance the provision of school nurse in schools for children with intellectual disability and schools for children with physical disability, and extend the provision of school nurse to the school for children with visual impairment and the school for children with hearing impairment, and will continue to enhance the provision of school social workers for special schools. Does the EDB have the current figures on the manpower of school nurse and social worker (and the manpower-to-student ratios) in various types of special schools, the estimated number of additional school nurses to be provided under the above arrangement, and the estimated number of schools to be benefitted?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 84)

Reply:

The Education Bureau has implemented the enhancement of school social worker (SSW) and school nurse provision in special schools in the 2018/19 school year. Regarding SSWs, starting from the 2018/19 school year, special schools with a total capacity of 60 or fewer will be provided with 1 SSW, and subsequently 0.5 SSW for every 30 students. In the 2018/19 school year, there are altogether 138 SSW posts in special schools, which include 20 additional SSW posts provided under the enhancement measure. It is estimated that the provision for the 2019/20 school year will be more or less the same. On the other hand, there are altogether 104 school nurse posts in special schools in the 2018/19 school year, including 51 additional school nurse posts provided for 51 special schools under the enhancement measure. It is estimated that the provision for the 2019/20 school year will be more or less the same. The manpower ratio of school nurse for different types of special schools under the enhancement measure is tabulated below:

School type	Number of students	Number of school nurse(s)
School for children with physical disability	(a) 40 – 129 (b) 130 or more	(a) 2 (b) 3
School for children with severe intellectual disability		
School for children with mild intellectual disability	40 or more	2
School for children with moderate intellectual disability		
School for children with mild and moderate intellectual disability		
School for children with visual impairment cum intellectual disability		
School for children with visual impairment	40 or more	1
School for children with hearing impairment		

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4583)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to the 2019-20 Budget, the Administration will continue to reduce progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development. Does the Administration have the information on the average class size and teacher-to-student ratio of all types of special schools in the past 3 years?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 85)

Reply:

The average number of students per class and the teacher-to-student ratio in schools for children with visual impairment and schools for social development from the 2016/17 to 2018/19 school years are tabulated as follows:

School Type	**2016/17 School Year**		**2017/18 School Year**		**2018/19 School Year**	
	Average Number of Students per Class	Teacher-to-student Ratio	Average Number of Students per Class	Teacher-to-student Ratio	Average Number of Students per Class	Teacher-to-student Ratio
Visual Impairment	8.2	1:3.3	7.5	1:2.6	7.3	1:2.6
School for Social Development	6.7	1:3.5	6.7	1:3.1	7.0	1:3.2

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4584)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to the Budget 2019/20, the Administration will implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials. Also, the Bureau will provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop resource and guidance materials for enhancing the interface between primary education and secondary education for students with intellectual disability. Please provide the details of the provisions, and the estimated numbers of student and school beneficiaries.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 86)

Reply:

Since the implementation of the New Academic Structure in the 2009/10 school year, adapted curriculum has been adopted by schools for children with intellectual disability. The Education Bureau (EDB) has also put in place a number of measures to support schools for children with intellectual disability such as providing training for teachers, developing teaching resource and guidance materials, enriching learning and teaching materials to facilitate the schools in planning and implementing adapted curriculum for the benefits of all schools for children with intellectual disability in Hong Kong. In 2019-20, the estimated expenditure is around $21 million, and it will be used in developing learning and teaching resource and guidance materials, providing related curriculum subsidies, training for teachers etc. Most of the tasks will be carried out by officers of the EDB and the relevant expenses will be subsumed under the overall expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4585)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the respective percentages of primary and secondary schools that have created a permanent post of Special Educational Needs Coordinator (SENCO)? Please advise whether the Government has any plan to create a permanent post of SENCO in kindergartens admitting more students with special educational needs.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 87)

Reply:

In the 2018/19 school year, around 65% of public sector mainstream primary and secondary schools have the provision of Special Educational Needs Coordinator (SENCO). On the support for kindergarten (KG) students, the Government has an established mechanism to early identify and support children with special needs and provide different services for children with developmental disorders through the collaborative efforts of various departments. Generally speaking, the Department of Health and Hospital Authority are responsible for arranging assessment, treatment and referral of rehabilitation services while the Social Welfare Department (SWD) provides pre-school rehabilitation services for children with disabilities from birth to the age of 6 years, and helps their families meet their special needs. The Education Bureau (EDB) provides training for KG teachers so as to enhance their capacity in catering for students with diverse learning needs.

Starting from November 2015, the SWD has implemented the Pilot Scheme on On-site Pre-school Rehabilitation Services (Pilot Scheme), under which training is provided for children with special needs through multi-disciplinary service teams comprising of occupational therapists, physiotherapists, speech therapists, clinical/educational psychologists, social workers and special child care workers under the coordination of non-governmental organisations. Apart from providing services for children with special

needs, multi-disciplinary service teams also provide support services for teachers/child care workers and parents. The Pilot Scheme has been regularised in the 2018/19 school year. On the other hand, the new KG education scheme (KG Scheme) has been implemented starting from the 2017/18 school year. The enhancement of teacher to pupil ratio from 1:15 (including the principal) to 1:11 (principal not included) under the KG Scheme allows KG teachers to have more room for various professional activities, including capitalising on the resources to collaborate with the multi-disciplinary service teams that provide on-site pre-school rehabilitation services. Moreover, the EDB has devised a teacher professional development framework to enhance KG teachers' understanding of the developmental needs of children and to empower them to identify and cater for learner diversity, including those at risk of developmental delay. In the 2018/19 school year, the EDB has provided KG teachers with structured in-service training courses at basic and advanced levels, covering content such as fundamental knowledge and skills on early identification and interventions, multi-disciplinary collaboration and strategies related to coordination of support services. The EDB has set specific training target such that each KG joining the KG Scheme will have at least 1 teacher completed the Basic Course as recognised by the EDB before the end of the 2020/21 school year.

The above measures can appropriately cater for students with special needs or at risk of developmental delay. The EDB would continue the endeavours to provide more KG teachers with relevant training with a view to supporting the teachers to cater for learner diversity, which is the top priority for the EDB and the industry. At this stage, we have no plan to create a post of coordinator in KGs in relation to supporting children with special needs.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4586)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Has the Government examined the feasibility of establishing a database on children with special educational needs (SEN) in order to capture the number of children with SEN across the territory and to provide these children with personalised support and guidance in respect of their growth paths and future vocational training?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 88)

Reply:

At present, there is an established collaborative mechanism in place among the Education Bureau (EDB), the Social Welfare Department, the Department of Health and the Hospital Authority to ensure that assessment information and progress reports of pre-school children with special needs will be transferred timely to the primary schools they will be attending, thereby enabling their schools to provide appropriate support for them upon their admission to Primary One. When students with special educational needs (SEN) change school or promote to Secondary One, the EDB requests schools to transfer relevant information (e.g. medical reports, assessment reports, succinct learning records and instructional recommendations) of the students, upon parental consent, to the new schools they will be attending as early as possible so that the schools can learn about their SEN for early planning and arrangement of appropriate support services. The EDB has developed the Special Education Management Information System (SEMIS) to collect and manage the information on students with SEN in public sector schools. The EDB has been getting hold of the situation of the demand from students with SEN for educational services and support through the information collected by SEMIS, so as to implement corresponding policies and measures to assist public sector schools in supporting these students.

To ensure that secondary school students with SEN can receive timely and appropriate support no matter they choose to pursue further studies, receive vocational training or take other courses after leaving secondary schools, the EDB advises secondary schools to discuss post-school arrangements with these students and their parents as early as possible. With the consent of both parents and students, schools should transfer the relevant student information to the student guidance section of the institutions/training organisations when students are offered places by these institutions/training organisations, so that they can plan and provide appropriate support earlier according to the students' special needs. To facilitate information transfer, the EDB has compiled a list of "Contact Details of Local Post-secondary Institutions/Educational Organisations for Transfer of Information of Secondary Students with Special Educational Needs", which has been uploaded to the EDB website for schools' and parents' reference.

The established mechanism for transfer of information on students with SEN at the aforementioned stages has been operating smoothly, and parents and students have different concerns about disclosing students' SEN information at different stages for educational and other purposes. The EDB will continue to develop SEMIS so as to better grasp the information on students with SEN and strengthen the transfer and application of information on SEN among schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4587)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What policies and measures are currently adopted by the Government to support the needy students receiving the Comprehensive Social Security Assistance, full grant or half grant to participate in learning activities organised by schools or co-organised by schools and eligible educational institutions during the summer vacation? Will the Government relaunch the School-based Fund (Cross-boundary Learning Activities) and enhance it as a grant for summer learning activities so that the needy students can fully utilise their summer vacation?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 89)

Reply:

Public sector schools are provided with various types of recurrent subvention and other resources annually. Schools may flexibly deploy the resources in light of school-based circumstances to support students' learning and organise different learning activities to facilitate students' whole-person development.

On recurrent subvention, aided schools are provided with the Operating Expenses Block Grant (OEBG)/Expanded Operating Expenses Block Grant (EOEBG) annually, which are used for purposes related to teaching and learning, and operation and development of the schools. Schools may, in accordance with the principles and relevant procedures on usage of the OEBG and EOEBG and taking into account school-based circumstances and diverse needs of students, flexibly deploy the funding and/or the surplus for covering expenditure incurred from operating costs or other educational purposes endorsed by the School Management Committees/Incorporated Management Committees, including catering for the educational needs of students with financial difficulties and subsidising students to participate in learning activities/competitions nominated by schools.

To support needy students, the Education Bureau (EDB) currently provides additional assistance to facilitate whole-person development of such students through the School-based After-school Learning and Support Programmes (Programme) and the Hong Kong Jockey Club Life-wide Learning Fund (HKJCLWL Fund).

The Programme has been implemented by the EDB since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS). School-based activities and community-based projects are conducted all year round. School-based activities arranged by schools are launched on a school year basis and of which some are usually conducted after the examination in June. The community-based projects launched by NGOs run from 1 August of each year to 31 July of the following year. Apart from tutorial services, the Programme covers art and cultural activities, sports activities, visits and outdoor activities, volunteer services, etc. In the 2018/19 school year, the total funding for the Programme is about $240 million, in which about $114 million is for the School-based Grant and about $126 million for the Community-based Project Grant. The activities under the two grants are targeted at about 201 700 and 100 000 eligible students respectively.

The Hong Kong Jockey Club Charities Trust and the EDB have jointly set up the HKJCLWL Fund since 2002 to subsidise financially needy primary and secondary school students (i.e. students in receipt of CSSA/full grant under SFAS, or students assessed by their schools as having financial needs) to participate in life-wide learning activities organised or recognised by schools for whole-person development. The HKJCLWL Fund is open to application on a school year basis and the subsidies received can be used on life-wide learning activities including, among others, interest classes, sports activities, appreciation of art performances and concerts, and community services conducted from September to August of the respective school year. The HKJCLWL Fund will end at the close of the 2018/19 school year, and the Government has set up the Student Activities Support Fund with an injection of $2.5 billion to generate investment return for disbursing to public sector and Direct Subsidy Scheme schools the Student Activities Support Grant to continue to support primary and secondary school students with financial needs to participate in out-of-classroom learning activities organised or recognised by schools to enable students to learn through authentic experiences.

Launched in July 2011, the School-based Fund (Cross-boundary Learning Activities) was a three-year assistance programme under the Community Care Fund. At its meeting in March 2014, the Commission on Poverty considered the review report on the effectiveness of the assistance programme and decided that the assistance programme would end in June 2014. Yet, schools may, through other programmes and schemes such as the Quality Education Fund, Mainland exchange programmes for students, and the Life-wide Learning Grant that will soon be made available, arrange various kinds of learning activities for students throughout the year (including the summer vacation). These activities benefit students from needy families as well.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4588)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Currently, primary students from low-income families are provided with subsidy for free lunch at schools. What was the number of primary students who applied for free lunch at schools in the past 3 years? Will the Administration consider extending the subsidy coverage to secondary students so that those students who are at the development phase are provided with balanced and sufficient meals?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 90)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, incorporated the pilot scheme of provision of free lunch at schools for needy primary students under the Community Care Fund into the regular assistance programme. Students in receipt of full grant under the Student Financial Assistance Schemes studying in whole-day public sector primary schools (including special schools) or whole-day primary schools under the Direct Subsidy Scheme are eligible for free lunch at schools. From the 2015/16 to 2017/18 school years, the number of participating students is 64 114, 65 639 and 65 337 respectively. Each school year, EDB directly disburses the subsidy to participating schools, and the schools arrange lunch payment on behalf of their students. EDB does not have information on the number of primary students applying for free lunch at schools.

When the provision of free lunch at schools was incorporated into the regular assistance programme, stakeholders generally agreed that for better utilization of public resources, the service should be targeted at primary students. At present, we have no plan to revise the eligibility including extending the programme to secondary students.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4589)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that the Education Bureau (EDB) will "continue to develop a variety of learning and teaching resources for promoting Basic Law education in schools".

(1) Please provide the details of and the expenditures involved in the initiatives for strengthening Basic Law education in primary and secondary schools that the EDB launched in the past 5 years (2013/14 to 2017/18 school years), as well as those to be launched in the coming year.

(2) Has the EDB assessed the effectiveness of Basic Law education for students? If yes, what are the details?

(3) Since the National Anthem Law of the People's Republic of China has been added to the list of national laws in Annex III of the Basic Law, the HKSAR Government has commenced work on the local legislation to implement the National Anthem Law. A provision under the new law proposes that primary and secondary schools should teach the national anthem. What measures will the EDB adopt to promote national anthem education? What will be the expenditure involved?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 91)

Reply:

(1)
To strengthen the implementation of Basic Law education (BLE), the Education Bureau (EDB) has continuously adopted a wide array of measures, which include developing learning and teaching (L&T) resources, delivering teacher training for school sponsoring bodies, school leaders and teachers, and organising life-wide learning activities for students.

Such support measures enable schools and teachers to acquire a deeper understanding of the concepts of the Basic Law and its close relevance to daily life, so that schools can enhance L&T efficacy by more effectively making plans for and taking forward BLE.

With respect to the development of L&T resources, the EDB has, in the 2013-14 to 2018-19 financial years, provided secondary schools with various sets of L&T resources, including the "e-Book of Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary)" and its associated e-platform, "Basic Law Audio-visual Learning and Teaching Package" for secondary schools, "Development of Learning and Teaching Strategies and Resources to Facilitate Students' Deep Learning of the Basic Law through Community Study", online L&T resources for the "Constitution and the Basic Law" module, "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers", "Basic Law Online Course for Secondary School Students' Self-directed Learning"; and two assessment banks, namely "Basic Law On-line Assessment (Junior Secondary)" (for students) and "Web on Assessment for BLE (Junior Secondary)" (for teachers). All the resources mentioned above remain relevant.

At primary level, the EDB has, in the 2013-14 to 2018-19 financial years, provided primary schools with the resource package on "Effective Use of 'Let's Learn the Basic Law' Learning Package", L&T Resource CDs for Primary General Studies on "History and Culture Series" and the "Basic Law Audio-visual L&T Package (Senior Primary)" to enhance teachers' and students' understanding of the Basic Law. The EDB will continue to develop various L&T resources to enhance BLE in schools. The EDB has planned to develop the L&T Resource CDs on "Engineering in China" under the "History and Culture Series" in the coming year.

The expenditures on the production of BLE-related L&T resources, which include resource packages and assessment banks, are subsumed under the recurrent expenditure of the EDB and do not include staff cost for the EDB personnel involved in the production. Since the development of L&T resources is an integral part of the day-to-day curriculum development work, it is not practical to give separate figures on the staff-related expenditure incurred by individual curriculum development task. The expenditure on developing L&T resources for BLE from 2013-14 to 2019-20 is as follows:

2013-14[@]	2014-15[@]	2015-16[@]	2016-17[@]	2017-18[@#]	2018-19[@*]	2019-20[@++]
0.65 million	2.07 million	3.65 million	1.71 million	1.51million	0.18 million	0.58 million

[@] Manpower resources in the provision are subsumed under the recurrent expenditure of the EDB
\# Actual figures revised from last year's estimates
* Provisional figures
++ Estimated figures

(2)
To help teachers assess students' understanding of the Basic Law, the EDB provides primary and secondary teachers with assessment banks for internal assessment, namely "Basic Law On-line Assessment (Junior Secondary)" (for students), "Web on Assessment for BLE (Junior Secondary)" (for teachers) and "Web on Assessment for BLE (Senior Primary)". The three assessment banks have been developed for years and will continue to

be made available for schools' use. The EDB staff will regularly review and update the content of these assessment banks, having regard to the latest developments in the implementation of the Basic Law. On an on-going basis, the EDB collects feedback and evaluates the effectiveness of its work through various channels to further enrich and refine the L&T materials related to BLE.

(3)
The learning contents of the national anthem have already been incorporated into the local subject curricula (such as General Studies at the primary level and Music at the primary and secondary levels) and in Moral, Civic and National Education. The EDB has all along been providing support measures (e.g. arranging learning activities for students, providing professional development programmes for school heads and teachers, and developing learning and teaching resources etc.) to meet the needs of curriculum development of different subjects/themes. The relevant expenditure is subsumed under the recurrent expenditure of the EDB. To support the implementation of the National Anthem Bill, the EDB will supplement and update L&T resources in a timely manner to assist the L&T of the National Anthem in primary and secondary schools. As curriculum development is an integral part of day-to-day work of the EDB, the reservation of additional expenditure is not required.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6746)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the estimated expenditures and work plans for the new items "Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme", "School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking students" and "Provision of a non-recurrent grant to secondary schools to support non-Chinese speaking students to learn Chinese history and culture"? Why is the funding for these new items sought in the context of the Appropriation Bill 2019 instead of being sought separately from the Finance Committee of the Legislative Council?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7049)

Reply:

To evaluate trainees' abilities and performance in the workplace more effectively, the Vocational Training Council (VTC) will introduce a three-year pilot incentive to employers participating in workplace assessment under the Training and Support Scheme (Scheme) as the Scheme is regularised. The incentive seeks to encourage employers who have joined the Scheme to participate in workplace assessment for trainees to facilitate training content adjustment more effectively for improving trainees' work performance. A non-recurrent funding of $108 million for three years will be provided to the VTC to facilitate employers' participation in the assessment.

The estimated expenditure on the item "School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking (NCS) students" is $45 million. The Education Bureau (EDB) will continue commissioning post-secondary institutions to provide school-based support services for kindergartens, primary and secondary schools admitting NCS students in the school years from 2019/20 to 2021/22, so as to enhance teachers' professional competency in teaching Chinese to NCS students.

About 200 kindergartens, primary and secondary schools would be benefitted in the three school years.

The total estimated expenditure on the non-recurrent grant for supporting NCS students to learn Chinese history and culture for the 2018/19 and 2019/20 school years is $30 million. The grant has not been disbursed yet. Upon passage of the Appropriation Bill 2019, the EDB will provide a grant of $50,000 per school year to the public sector and DSS secondary schools admitting junior secondary NCS students in the 2018/19 and 2019/20 school years. Guidelines on the use of the grant will be issued to schools in the form of EDB circular memorandum.

It is not a new arrangement to include commitment items, including creation of commitments for the said grants, under the General Revenue Account into Estimates for scrutiny and approval by the Legislative Council (LegCo) in the context of the Appropriation Bill. The Government did brief the Finance Committee of the LegCo on this arrangement in early 2015. Prior to the inclusion of the items into the Estimates, we have briefed the LegCo Panel on Education on the proposals in November 2018. Moreover, we have included the necessary provision for the proposals under the respective subhead of expenditure and provided appropriate details in the Controlling Officer's Report for Members' scrutiny.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6915)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures in respect of site inspections and prosecutions conducted by the School Registration and Compliance Section of the Education Bureau according to the Education Ordinance in the past 5 years:

1. The annual number of site inspections by their nature (proactive inspections and inspections based upon complaint); and

2. The annual numbers of warnings issued and prosecutions by the type and nature of the cases.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7519)

Reply:

Once sufficient information has been gathered regarding suspected cases of operating unregistered schools/registered or provisionally registered schools not operating in their registered premises, the School Registration and Compliance Section of the Education Bureau (EDB) will follow up the cases in accordance with the Education Ordinance (EO) and established procedures, which include conducting surprise inspection visits to the premises concerned, issuing warning letters to the offenders, and prosecuting the persons concerned. Relevant figures for the past 5 years are set out below:

	Number of inspections (Note 1)	Number of cases with warning issued	Type and nature of cases with warning issued	Number of prosecutions (Note 2)	Type and nature of prosecutions
2014	691	42	Operating unregistered schools/registered or provisionally registered schools not operating in their registered premises in contravention of sections 87(1)(a), 87(1)(aa), 87(1)(b) and 87(3)(f) of the EO (Note 3)	10	Operating unregistered schools in contravention of sections 87(1)(a), 87(1)(aa) and 87(3)(f) of the EO (Note 3)
2015	586	53		5	
2016	451	58		13	
2017	573	57		9	
2018	493	45		9 (Note 4)	

Note 1: The EDB does not have a breakdown of the number of inspections by the categories specified in the question.

Note 2: Calculated based on the date of obtaining evidence.

Note 3: In accordance with sections 87(1)(a), (aa) and (b) of the EO, any person who is an owner or a teacher in a school which is not registered or provisionally registered; or any person who manages or takes any part in the management of a school which is not registered or provisionally registered; or any person who is an owner or a manager of a school without an incorporated management committee which is operated in contravention of section 19(1) shall be guilty of an offence and shall be liable on conviction to a fine of $250,000 and to imprisonment for 2 years.

Section 87(3)(f) also provides that any person who employs or permits any person to teach in a school in contravention of section 42(1) or (2) shall be guilty of an offence and shall be liable on conviction to a fine at level 5 ($50,000) and to imprisonment for 2 years.

Note 4: Advice is being sought from the Department of Justice on 3 other cases.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6916)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the following information, by level of education (secondary, primary and kindergarten), for the past 5 years:

i) the total expenditure on the subsidy for free lunch at schools;

ii) the number of students in receipt of the Comprehensive Social Security Assistance (CSSA);

iii) the number of students who are from families in receipt of the CSSA and receiving the subsidy for free lunch at schools, and their percentage share in the total number of students; and

iv) the number of students who are from families in receipt of the CSSA and receiving the subsidy for free lunch at schools and the amount of expenditure involved, as well as the average and median amount of actual school meal expenses.

2. Please provide the following information, by level of education (secondary and primary), for the past 5 years:

i) the number of primary and secondary students in receipt of full grant and half grant under the School Textbook Assistance Scheme as well as the CSSA, and their respective percentage share in the total number of students; and

ii) among the primary and secondary students in receipt of full grant and half grant under the School Textbook Assistance Scheme as well as the CSSA, the number and percentage share of those participating in the School-based After-School Learning and Support Programmes, Child Development Fund, After-school Care Scheme and Hong Kong Jockey Club Life-wide Learning Fund (in tabular form).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7520)

Reply:

1.

i) The Education Bureau (EDB) has, starting from the 2014/15 school year, incorporated the pilot scheme of provision of free lunch at schools for needy primary school students under the Community Care Fund (CCF) into the regular assistance programme. Students in receipt of full grant assistance under the Student Financial Assistance Schemes (SFAS) studying in whole-day public sector primary schools (including special schools) or whole-day primary schools under the Direct Subsidy Scheme (DSS) are eligible for free lunch at schools.

The expenditure in the past 5 school years (i.e. from the 2013/14 to 2017/18 school years) is set out below:

School year	Expenditure ($ million)
2013/14	157
2014/15	163
2015/16	170
2016/17	174
2017/18	175

ii) From the 2013/14 to 2017/18 school years, the number of students in receipt of the Comprehensive Social Security Assistance (CSSA) by school level is tabulated below:

School year	School level	CSSA (as at end-December of the respective year)
2013/14	Kindergarten	9 714
	Primary	30 464
	Secondary	38 952
2014/15	Kindergarten	9 422
	Primary	29 011
	Secondary	35 173
2015/16	Kindergarten	9 260
	Primary	27 461
	Secondary	32 117
2016/17	Kindergarten	8 769
	Primary	25 804
	Secondary	29 355
2017/18	Kindergarten	8 447
	Primary	24 909
	Secondary	29 802

iii) & iv)

For students in receipt of CSSA and receiving full-day education, their meal expenses have already been covered by the CSSA subsidy. The scheme of provision of free lunch at schools therefore does not include these students, and the information on their school meal expenses is not available.

2.

i) The number of primary and secondary students receiving full grant and half grant under SFAS, CSSA, and their respective percentage share (where applicable) in the total number of primary and secondary students from the 2013/14 to 2017/18 school years are tabulated below:

School year	School level	Full grant			Half grant			CSSA (as at end-December of the respective year)		
		No. of students	Subtotal	%	No. of students	Subtotal	%	No. of students	Subtotal	%
2013/14	Primary	64 881	138 052	20.6%	38 681	98 918	14.8%	30 464	69 416	NA#
	Secondary	73 171			60 237			38 952		
2014/15	Primary	66 494	134 060	20.5%	38 030	91 943	14.0%	29 011	64 184	NA#
	Secondary	67 566			53 913			35 173		
2015/16	Primary	67 371	129 962	20.1%	37 211	85 142	13.2%	27 461	59 578	NA#
	Secondary	62 591			47 931			32 117		
2016/17	Primary	68 700	128 062	20.1%	36 711	80 254	12.6%	25 804	55 159	NA#
	Secondary	59 362			43 543			29 355		
2017/18	Primary	68 333	125 238	19.5%	37 614	78 283	12.2%	24 909	54 711	NA#
	Secondary	56 905			40 669			29 802		

\# As the CSSA data is as at end-December each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

ii) The number and percentage share (where applicable) of primary and secondary students receiving full grant, half grant and CSSA who are covered by the School-based After-School Learning and Support Programmes, CCF After-school Care Pilot Scheme and Hong Kong Jockey Club Life-wide Learning Fund from the 2013/14 to 2017/18 school years are listed in the following tables. As for the Child Development Fund, the Government does not have relevant data.

School-based After-School Learning and Support Programmes*

	School year	Full grant	Percentage share among all full grant students	CSSA	Percentage share among all CSSA students
Primary	2013/14	64 470	99.4%	31 820	NA#
	2014/15	63 190	95.0%	29 640	NA#
	2015/16	64 220	95.3%	27 660	NA#
	2016/17	67 400	98.1%	27 470	NA#
	2017/18	68 830	99.9%	25 580	NA#
Secondary	2013/14	73 070	99.9%	39 900	NA#
	2014/15	68 300	99.9%	36 700	NA#
	2015/16	62 140	99.3%	34 080	NA#
	2016/17	58 060	97.8%	33 290	NA#
	2017/18	57 970	99.9%	28 820	NA#

* Eligible students under the School-based After-School Learning and Support Programmes are students studying in public sector schools or DSS schools whose families are in receipt of CSSA or receiving full grant under SFAS. The respective number of students is calculated based on the data on students receiving the related subsidy as at end-March of the previous school year and the number of approved classes as specified by EDB in April of the previous school year. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. students receiving half grant, new arrivals and single parent households) who do not receive CSSA or full grant.

\# As the CSSA data is as at end-December each year while the funding for eligible students under the School-based After-School Learning and Support Programmes is based on each school year, the corresponding percentage share cannot be worked out.

CCF After-school Care Pilot Scheme*$^{\theta}$

	School year	CSSA, full grant and half grant+	Percentage share among all CSSA, full grant and half grant students
Primary and secondary^	2013/14	10 167	NA#
	2014/15	9 074	NA#
	2015/16	8 423	NA#

* Primary and secondary students whose families are in receipt of CSSA or who are receiving full grant or half grant under SFAS are eligible for the scheme. Participating schools of the CCF After-school Care Pilot Scheme may use not

more than 25% of their after-school care places to benefit needy students (e.g. new arrivals and students from single parent households) who do not receive CSSA, full grant or half grant.

^ Breakdown on primary and secondary students is not available.

+ Breakdown on CSSA, full grant and half grant students is not available.

As the CSSA data is as at end-December each year while the funding for eligible students under the CCF After-school Care Pilot Scheme is on school year basis, the corresponding percentage share cannot be worked out.

θ The CCF After-school Care Pilot Scheme was completed after the end of the 2015/16 school year.

Hong Kong Jockey Club Life-wide Learning Fund*

	School year	Full grant	Percentage share among all full grant students	CSSA	Percentage share among all CSSA students
Primary	2013/14	54 021	83.3%	20 346	NA#
	2014/15	54 595	82.1%	19 649	NA#
	2015/16	59 165	87.8%	19 608	NA#
	2016/17	59 861	87.1%	19 390	NA#
	2017/18	59 455	87.0%	16 934	NA#
Secondary	2013/14	54 113	74.0%	21 888	NA#
	2014/15	49 205	72.8%	19 610	NA#
	2015/16	47 386	75.7%	19 097	NA#
	2016/17	42 661	71.9%	16 808	NA#
	2017/18	41 549	73.0%	15 740	NA#

* Eligible students under the Hong Kong Jockey Club Life-wide Learning Fund are students studying in primary and secondary schools (excluding English Schools Foundation and international schools) whose families are in receipt of CSSA or who are receiving full grant under the SFAS. Starting from the 2005/06 school year, the discretionary quota of all participating schools has been increased from 10% to 100% in a bid to benefit more needy students (e.g. students receiving half grant, new arrivals and students from single parent households) who do not receive CSSA or full grant.

As the CSSA data is as at end-December each year while the funding for eligible students under the Hong Kong Jockey Club Life-wide Learning Fund is on school year basis, the corresponding percentage share cannot be worked out.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6917)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please provide a breakdown of the service cost per capita of each type of special schools for children with intellectual disabilities by category (day student, 5-day boarding and 7-day boarding).

(2) Please provide a breakdown of the number of students receiving Tier 1 "Grant for Support for Boarders with Medical Complexity" and Tier 2 "Grant for Support for Boarders with Medical Complexity" in all special schools for children with severe intellectual disabilities and the expenditure involved in the past 5 years, with a breakdown by 5-day boarding, 7-day boarding and gender.

(3) Please provide a breakdown of students who applied for extension of years of study for each type of special schools for children with intellectual disabilities, and reasons for applications and rejection over the past 5 years.

(4) Please provide a breakdown of the number of students who applied for extension of years of study for the first time, second time and third time in each type of special schools for children with intellectual disabilities by day student and boarder over the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7521)

Reply:

(1)
The average unit cost per school place (i.e. day student) and the average unit cost per boarding place (including 5-day boarding and 7-day boarding) for each type of schools for children with intellectual disability are as follows:

School Type	Average Unit Cost in the 2018/19 School Year	
	per School Place	per Boarding Place
Mild Intellectual Disability [Note]	$211,500	Not applicable
Moderate Intellectual Disability	$304,500	$273,000
Severe Intellectual Disability	$389,000	$350,500

Note: Schools for children with mild intellectual disability do not provide boarding service.

(2)
Starting from the 2014/15 school year, an "Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity in Aided Special Schools (Additional Grant)" has been provided for the boarding section of special schools to enhance the support for boarders with medical complexity (MC). The situation of individual schools are not disclosed to avoid misconceptions about the conditions of students studying in respective schools and the possible labelling effect on the schools concerned based on its number of boarders with MC. In the 2014/15, 2015/16, 2016/17 and 2017/18 school years, 9 out of the 10 schools for children with severe intellectual disability have a boarding section. The numbers of students in receipt of the Additional Grant and the expenditures involved are tabulated below:

School Year	Tier 1 support		Tier 2 support		Total expenditure on the grant
	5-day boarding	7-day boarding	5-day boarding	7-day boarding	
2014/15	15	38	21	34	$3,675,000
2015/16	19	38	19	36	$3,938,420
2016/17	24	49	25	34	$4,523,846
2017/18	35	60	25	36	$5,212,251

Note: As the disbursement of grant has no connection with gender, the Education Bureau has not gathered relevant information from schools.

(3) and (4)

The improvement measures on extension of years of study (EoS) were introduced in the 2010/11 school year for students in 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 this measure, the EDB provides the schools with additional school places and allows them to devise school-based policy to exercise professional judgment to arrange for students in need and with valid reasons to extend their years of study in accordance with the objective criteria jointly set by the EDB and the special education sector. As the applications for EoS were made direct to and subsequently approved by the special schools concerned, the EDB does not have the number, reasons and frequency of such applications in schools for children with intellectual disability.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6930)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Given that schools have referred admission applications made by underage children of refugees, asylum seekers and torture claimants to their respective Regional Education Offices, why can't the Administration provide the numbers of primary and secondary schools that have admitted such students? In the long run, will the Administration consider providing statistical information on the number of applicants and a breakdown of the number of successful applicants by grade and school district?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1301)

Reply:

Refugees, asylum seekers and torture claimants can approach the schools they prefer directly to apply for admission for their underage children or seek placement assistance from the Education Bureau (EDB). After placement assistance has been arranged by EDB, the admission status of their children may still change (because of school transfer on their own accord, departure from Hong Kong, etc.), and they are not required to notify EDB of whether their children have eventually enrolled in schools through their own applications or EDB's arrangements. Besides, schools do not have to state whether their newly-admitted students are children of refugees, asylum seekers or torture claimants when submitting information on new admissions to EDB under the existing mechanism. Hence, we do not have complete and accurate data in this regard. Placement arrangements for eligible children in question and the education service they receive upon admission would not be significantly different from those available to other children. The EDB considers that, at this stage, it is not necessary to collect data on admission applications made by children in question and related information for statistical purposes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6931)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau supports activities which contribute to the wider involvement in education and development of professionalism. Please tabulate the expenditures, the organisations in charge, the number of beneficiaries and the details of these activities in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1465)

Reply:

The Education Bureau (EDB) attaches great importance to the professional development of teachers and supports on an ongoing basis activities that foster the development and advancement of teachers. In this connection, a series of professional development activities (conducted in collaboration with related organisations, e.g. teachers' associations and education professional bodies, where appropriate) are subsidised by EDB every year, which include various kinds of training courses, seminars, conferences and workshops. These activities provide opportunities for a considerable number of teachers to consolidate and share their teaching experience. The expenditures involved, including manpower cost, have been subsumed under the overall expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6932)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide in a table the names of local non-profit-making kindergartens, their addresses, telephone numbers, number of places for K1, morning session, afternoon session, whole-day class and their school fees, with a breakdown by 18 districts.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1466)

Reply:

The kindergarten (KG) sector is characterised by a high level of flexibility in operation, diversity and vibrancy. KGs provide different modes of services, and flexibly respond to the changing needs of the society. Hence, the number of places for different levels including Nursery classes (K1) and sessions (that is, morning, afternoon and whole-day sessions) may vary between years according to changing needs of parents. Notwithstanding this, the number of places offered by a KG may be roughly reflected from the total number of permitted accommodation of classrooms in use and student enrolment. In the 2018/19 school year, there are 779 local non-profit-making KGs. Their school names, addresses, telephone numbers, total number of permitted accommodation of classrooms in use, student enrolment and annual school fees have been included in the "Profile of Kindergartens and Kindergarten-cum-child Care Centres" (KG Profile) by District Council district published by the Education Bureau (EDB). The KG Profile has been uploaded to the EDB website.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6933)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For student suicides in the past 5 years, please set out in tabular form the following information under the categories of suicide attempts, non-fatal suicides and fatal suicides:

(1) number of cases;
(2) causes; and
(3) age distribution.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1467)

Reply:

(1) to (3)
The Education Bureau (EDB) has required primary and secondary schools to report suspected fatal suicide cases of students to keep in view the situation and provide professional support for the schools concerned as appropriate. The nature and number of fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. The EDB has not captured the relevant information from the Court. Hence, we are unable to provide officially verified figures on students' fatal suicide cases. The number of suspected fatal suicide cases of students as reported by primary and secondary schools to the EDB in the past 5 school years is tabulated as follows:

School Year	Number of Cases
2013/14	10
2014/15	9
2015/16	19
2016/17	19
2017/18	16

As indicated in relevant international and local studies, suicide is a complicated social problem caused by the interplay of multiple factors, including mental health problems, psychological factors, interpersonal relationship and adjustment difficulties, as well as stress in everyday life. It involves a number of aspects, including healthcare system, society, interpersonal relationship and personal factors, etc. Attributing the cause of suicide to a single factor often results in the overlooking of the interaction of multiple intertwining factors, and such a handling approach should be avoided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6934)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

On prevention of student suicide, please provide details on the measures, funding and responsible units involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1468)

Reply:

The Education Bureau (EDB) has been encouraging schools to adopt the Whole School Approach directed at three levels, namely "Universal", "Selective" and "Indicated" to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk).

At the Universal level, the EDB has been actively promoting diversified development programmes featuring adventure-based, team building and problem-solving training, such as the "Understanding Adolescent Project" for primary schools, the "Enhanced Smart Teen Project" for secondary schools and the "Pupil Ambassador Scheme on Positive Living", to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. The expenditure involved for the above work in 2018-19 is about $66 million. The estimated expenditure for 2019-20 is about $75 million. Besides, the EDB and the Department of Health (DH) jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 and 2018/19 school years to enhance students' awareness and understanding of mental health and strengthen their ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding $200,000 through simplified application procedures to organise activities related to the Campaign. Up to February 2019, more than 700 applications were approved under the Joyful@School Campaign with a total grant amount of more than $150 million.

At the Selective level, starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with special

educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, the EDB also provides teachers of primary and secondary schools with the "Professional Development Programme for Mental Health", including elementary training for teachers at large and in-depth training for designated teachers with a view to raising their awareness of mental health and enhancing their professional knowledge and skills to identify and support students with mental health needs. The EDB provides public sector mainstream schools with around 2 000 training places for the "Professional Development Programme for Mental Health" in the 2018/19 and 2019/20 school years. Besides, in each school year, the EDB also organises talks, seminars and experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. In general, the revised estimated expenditure for teacher training courses on supporting students with SEN and various related training activities for the 2018/19 school year is about $90 million. The estimated expenditure for the 2019/20 school year is about $100 million. To help schools identify and support students with mental health needs, the EDB has published "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" which was developed in collaboration with the Hospital Authority (HA) for reference of teachers and school personnel.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with the EDB, the HA and the Social Welfare Department (SWD), has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through a school-based platform.

The EDB works with the Curriculum Development Council to continuously review the primary and secondary curricula in order to better cater for learning differences. The EDB suggests schools coordinate the daily amount of homework assigned so that students can have sufficient time to rest, play and develop their interests. The EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made under the New Academic Structure Review, so as to support schools and meet the diverse learning needs of students. Measures included the following: increasing the flexibility in deploying lesson time; trimming, enhancing or updating the curriculum contents and assessment arrangements, and clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload; arranging for more Applied Learning (ApL) courses to register in the Qualifications Register and increasing learning opportunities for workplace experience; and encouraging students interested in vocational and professional education and training to study one to two ApL courses. The EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about two years to make directional recommendations on the school curriculum to the

Government. The expenses for the above work have been subsumed under the overall expenditure of the EDB.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing vocational and professional education and training or prepared to enter the workforce, so as to enhance their English proficiency and provide opportunities for them to attain relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, the EDB endeavors to promote home-school co-operation and parent education. The EDB has all along been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in the early identification of their children's emotional problems and fostering positive thinking in their children. Besides, the EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. In parallel, the Education Commission set up the Task Force on Home-school Co-operation and Parent Education in December 2017 to review the existing approach in promoting home-school co-operation and parent education and to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children grow up happily and healthily, and learn effectively through, among others, promotion of correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. Accepting the Task Force's recommendations, the EDB will provide Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools with additional resources for enhancing home-school co-operation and promoting parent education starting from the 2019/20 school year. In 2018-19, the expenditure for promoting home-school co-operation and parent education is about $37.14 million and the estimated expenditure for 2019-20 is about $63.38 million.

Besides, on the request of the Chief Executive in October 2017, the Labour and Welfare Bureau (LWB) coordinated a cross-bureaux/departments Task Force on Prevention of Youth Suicides (the Task Force). The Task Force was to take stock of the progress of implementation of recommendations set out in the Final Report of the Committee on Prevention of Student Suicides issued in 2016 by the Committee on Prevention of Student Suicides commissioned by the EDB, and to consider if further policy measures and action should be taken to strengthen the efforts to prevent youth suicides. In addition to the LWB and EDB, the Task Force also comprises the FHB, the Home Affairs Bureau, the SWD, the DH and the HA. The Chief Executive endorsed the Report of the Task Force on Prevention of Youth Suicides (Task Force Report) in November 2018. The full text of the Task Force Report has been uploaded to the LWB website (https://www.lwb.gov.hk/eng/other_info/TFPYS_Report_(English).pdf).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6935)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out the information of the school fees charged by half-day classes and whole-day classes of kindergartens respectively (excluding classes for 2 to 3-year-olds) over the past 5 years by type of kindergartens and district.

	Local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres)				Former aided child care centres				Local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme			
	Half-day classes		Whole-day classes		Half-day classes		Whole-day classes		Half-day classes		Whole-day classes	
	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees
Central and Western												
Eastern												
Islands												
Southern												
Wan Chai												
Kwai Tsing												
Tsuen Wan												
Tuen Mun												
Yuen Long												
North												
Sha Tin												
Tai Po												
Kowloon City												
Kwun Tong												

Sai Kung												
Sham Shui Po												
Wong Tai Sin												
Yau Tsim Mong												
Total												

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1470)

Reply:

The median school fees and weighted average school fees charged by kindergartens (KGs) operating half-day (HD) classes and whole-day (WD) classes (excluding classes for children aged 2 to 3) by type of KGs and District Council district from the 2014/15 to 2018/19 school years are tabulated at Appendix.

Appendix

Median school fees and weighted average school fees charged by KGs operating HD and WD classes
by type of KG and District Council district from the 2014/15 to 2018/19 school years

2014/15 school year

District	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)
Central & Western	26,700	26,600	44,700	43,900	N/A	N/A	39,800	41,000	N/A	N/A	125,000	125,000
Wan Chai	26,800	25,400	38,600	41,300	N/A	N/A	40,000	43,100	28,200	29,600	75,900	75,900
Eastern	26,600	24,900	39,000	39,500	21,900	22,100	38,900	38,600	39,700	47,600	97,400	97,400
Southern	22,500	23,600	35,000	36,600	22,200	22,200	39,000	38,200	32,000	32,000	N/A	N/A
Sham Shui Po	24,000	24,200	38,400	39,000	22,000	22,000	39,600	39,600	21,800	23,700	N/A	N/A
Yau Tsim Mong	23,600	24,500	40,700	41,000	N/A	N/A	41,600	39,800	31,500	31,500	N/A	N/A
Kowloon City	26,300	26,100	43,200	42,200	22,600	23,500	37,000	38,600	33,700	34,100	86,400	106,400
Wong Tai Sin	21,300	21,100	35,300	35,600	19,300	19,300	36,000	36,700	34,000	34,000	N/A	N/A
Kwun Tong	23,200	22,400	34,900	35,600	N/A	N/A	37,100	36,700	30,300	30,300	N/A	N/A
Tsuen Wan	26,300	25,500	38,800	39,300	19,800	19,800	39,100	38,100	28,000	29,400	N/A	N/A
Tuen Mun	23,700	23,100	35,000	35,700	23,800	23,100	38,500	37,300	N/A	N/A	N/A	N/A
Yuen Long	22,200	22,600	35,400	36,700	20,000	20,000	37,500	36,500	N/A	N/A	N/A	N/A
North	20,900	21,700	35,100	36,300	N/A	N/A	39,100	38,600	26,000	26,000	N/A	N/A
Tai Po	21,700	23,500	34,000	35,800	22,800	23,100	39,700	38,700	N/A	N/A	51,100	51,100
Sha Tin	23,700	24,200	34,400	35,600	28,900	28,900	35,200	36,400	N/A	N/A	N/A	N/A
Sai Kung	24,200	23,900	36,600	36,300	27,000	26,900	39,700	39,000	33,000	38,300	N/A	N/A
Islands	21,300	22,200	35,000	33,700	26,600	26,300	38,600	38,400	N/A	N/A	N/A	N/A

District	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)
Kwai Tsing	25,000	25,400	39,000	38,900	19,900	19,800	36,700	36,900	N/A	N/A	N/A	N/A
All districts	23,600	23,700	36,600	37,200	21,900	22,700	38,600	38,000	33,700	33,400	75,900	88,400

2015/16 school year

District	Local NPM KGs joining the PEVS (excluding FACs)				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)
Central & Western	30,700	29,700	48,200	47,200	N/A	N/A	43,000	45,100	N/A	N/A	N/A	N/A
Wan Chai	29,300	27,800	41,000	45,300	N/A	N/A	47,600	49,400	32,400	32,100	80,300	80,300
Eastern	29,000	28,900	42,400	43,200	24,900	26,000	42,100	41,900	39,700	39,700	N/A	N/A
Southern	24,700	26,500	37,500	39,200	24,600	24,600	41,600	41,200	N/A	N/A	N/A	N/A
Sham Shui Po	26,000	26,800	45,300	43,000	N/A	N/A	44,800	44,200	23,700	29,700	N/A	N/A
Yau Tsim Mong	27,100	27,900	44,000	43,100	N/A	N/A	43,000	43,700	N/A	N/A	N/A	N/A
Kowloon City	29,200	28,900	44,500	45,400	26,900	25,700	41,900	42,300	35,300	35,900	90,600	107,100
Wong Tai Sin	22,800	23,500	37,400	38,400	22,200	22,200	41,200	41,300	34,000	35,400	N/A	N/A
Kwun Tong	24,900	24,900	38,200	38,800	N/A	N/A	41,900	40,600	35,500	32,900	N/A	N/A
Tsuen Wan	28,800	28,400	44,600	42,000	23,500	23,500	44,000	42,400	24,000	24,000	N/A	N/A
Tuen Mun	25,500	25,000	36,900	38,800	26,800	26,000	41,500	41,100	25,200	25,200	N/A	N/A
Yuen Long	25,200	25,000	38,600	39,800	22,500	22,500	40,900	40,100	N/A	N/A	N/A	N/A
North	24,300	23,900	37,600	39,000	N/A	N/A	42,100	42,200	N/A	N/A	N/A	N/A
Tai Po	23,700	25,800	36,200	39,100	N/A	N/A	43,500	43,100	N/A	N/A	55,100	55,100
Sha Tin	25,700	26,000	36,700	38,600	30,200	30,200	39,600	39,800	N/A	N/A	N/A	N/A
Sai Kung	26,900	26,400	39,000	39,900	29,400	29,200	42,500	43,100	N/A	N/A	N/A	N/A
Islands	24,300	24,800	37,800	37,500	29,000	28,500	41,500	41,000	N/A	N/A	N/A	N/A
Kwai Tsing	27,100	27,700	42,400	41,400	22,500	22,200	41,800	40,900	N/A	N/A	N/A	N/A
All districts	26,000	26,200	39,600	40,400	24,900	25,600	42,100	41,900	35,300	34,100	80,300	87,600

2016/17 school year

District	Local NPM KGs joining the PEVS (excluding FACs)				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)
Central & Western	32,700	31,300	52,700	50,800	N/A	N/A	47,100	49,300	N/A	N/A	N/A	N/A
Wan Chai	33,600	31,700	41,700	47,900	N/A	N/A	50,400	53,100	34,200	32,300	82,000	82,000
Eastern	31,400	30,700	46,500	45,600	26,700	27,600	45,200	45,700	39,700	39,700	N/A	N/A
Southern	26,000	28,400	39,900	42,100	27,000	27,000	45,800	45,600	N/A	N/A	N/A	N/A
Sham Shui Po	28,000	28,900	46,900	45,500	N/A	N/A	49,100	48,900	26,100	28,500	N/A	N/A
Yau Tsim Mong	27,900	28,500	44,000	44,000	N/A	N/A	48,200	47,400	N/A	N/A	N/A	N/A
Kowloon City	30,800	30,100	45,900	47,500	29,800	28,600	45,800	46,100	37,100	36,900	97,000	114,400
Wong Tai Sin	25,500	26,900	41,800	41,600	26,600	26,600	46,100	46,300	34,000	34,000	N/A	N/A
Kwun Tong	26,300	26,400	41,200	42,000	N/A	N/A	45,800	44,900	35,500	35,500	N/A	N/A
Tsuen Wan	30,200	28,800	45,100	43,600	25,900	25,900	48,800	47,400	33,000	33,000	N/A	N/A
Tuen Mun	26,100	26,600	41,800	42,500	29,400	28,900	46,600	45,700	N/A	N/A	N/A	N/A
Yuen Long	27,100	26,600	41,200	42,000	24,600	24,600	45,000	44,300	N/A	N/A	N/A	N/A
North	25,400	25,600	38,600	40,800	N/A	N/A	46,200	46,200	20,600	20,600	N/A	N/A
Tai Po	25,300	26,800	38,600	41,400	25,100	25,100	48,600	47,400	N/A	N/A	57,900	57,900
Sha Tin	26,300	27,000	40,000	41,200	31,700	31,700	43,400	43,900	23,700	23,700	N/A	N/A
Sai Kung	28,400	28,000	43,300	42,800	31,800	31,700	46,700	46,700	N/A	N/A	N/A	N/A
Islands	25,700	26,300	42,000	42,000	30,700	30,200	44,200	44,100	N/A	N/A	N/A	N/A
Kwai Tsing	29,200	28,900	43,400	43,700	23,200	23,400	44,600	44,500	N/A	N/A	N/A	N/A
All districts	27,600	27,800	42,300	43,200	27,900	27,700	46,200	46,100	35,700	34,700	82,000	91,400

2017/18 school year

District	Local NPM KGs joining the kindergarten education scheme (KG Scheme) (excluding FACs)				FACs				Local NPM KGs not joining the KG Scheme			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)
Central & Western	1,500	1,700	10,500	10,300	N/A	N/A	9,000	11,100	35,700	35,700	69,000	69,000
Wan Chai	N/A	N/A	14,000	16,700	N/A	N/A	13,100	14,000	33,600	33,100	86,100	86,100
Eastern	3,500	2,700	8,700	8,900	N/A	N/A	13,600	11,400	32,700	38,300	43,000	43,000
Southern	5,200	5,200	8,200	9,200	N/A	N/A	12,000	12,600	N/A	N/A	N/A	N/A
Sham Shui Po	3,900	3,900	8,400	8,500	N/A	N/A	11,400	11,300	26,700	29,500	N/A	N/A
Yau Tsim Mong	3,400	3,400	2,700	2,800	N/A	N/A	12,000	12,400	22,400	22,400	38,300	38,300
Kowloon City	2,900	3,400	14,100	11,600	N/A	N/A	12,100	11,600	40,000	39,100	43,200	90,900
Wong Tai Sin	400	400	5,000	6,400	N/A	N/A	11,400	10,700	36,500	36,500	N/A	N/A
Kwun Tong	3,000	2,500	9,000	9,000	N/A	N/A	12,100	11,600	35,700	36,000	71,400	71,600
Tsuen Wan	1,200	2,000	9,400	8,000	N/A	N/A	13,200	12,200	N/A	N/A	N/A	N/A
Tuen Mun	2,200	2,200	7,200	8,100	N/A	N/A	11,100	10,200	N/A	N/A	N/A	N/A
Yuen Long	1,700	3,800	5,000	5,600	N/A	N/A	9,400	9,900	N/A	N/A	N/A	N/A
North	3,400	3,800	5,900	8,100	N/A	N/A	9,800	9,900	N/A	N/A	N/A	N/A
Tai Po	N/A	N/A	7,000	6,700	N/A	N/A	12,300	13,000	35,600	37,200	71,400	74,500
Sha Tin	N/A	N/A	6,200	7,000	N/A	N/A	9,000	9,500	N/A	N/A	62,000	62,000
Sai Kung	N/A	N/A	9,900	9,500	N/A	N/A	11,700	11,600	N/A	N/A	N/A	N/A
Islands	3,100	2,400	8,700	8,100	N/A	N/A	5,700	6,600	N/A	N/A	N/A	N/A
Kwai Tsing	N/A	N/A	5,600	6,800	N/A	N/A	9,300	9,000	N/A	N/A	N/A	N/A
All districts	2,900	3,000	7,300	8,100	N/A	N/A	11,400	11,000	35,700	36,100	71,400	80,600

2018/19 school year

District	Local NPM KGs joining the KG Scheme (excluding FACs)				FACs				Local NPM KGs not joining the KG Scheme			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)	Median annual school fees ($)	Weighted average annual school fees ($)
Central & Western	1,500	1,700	10,500	11,300	N/A	N/A	10,800	12,800	39,800	38,400	74,000	73,500
Wan Chai	N/A	N/A	14,000	17,200	N/A	N/A	14,000	16,000	36,900	36,000	89,100	89,100
Eastern	4,000	3,100	9,100	9,700	N/A	N/A	13,800	11,700	35,800	41,000	47,800	47,800
Southern	6,000	6,000	9,700	9,800	N/A	N/A	16,700	14,100	N/A	N/A	N/A	N/A
Sham Shui Po	3,900	3,900	8,400	8,900	N/A	N/A	12,400	12,300	28,500	31,200	N/A	N/A
Yau Tsim Mong	3,400	3,400	2,700	2,800	N/A	N/A	13,800	13,000	22,400	22,400	38,300	38,300
Kowloon City	5,400	4,700	10,300	12,000	N/A	N/A	11,400	12,400	42,700	40,900	43,200	110,400
Wong Tai Sin	400	400	6,600	7,100	N/A	N/A	13,300	11,600	38,000	38,000	N/A	N/A
Kwun Tong	4,400	4,100	10,800	10,100	N/A	N/A	11,100	11,600	N/A	N/A	N/A	N/A
Tsuen Wan	3,000	2,900	9,700	9,100	N/A	N/A	15,800	13,700	N/A	N/A	N/A	N/A
Tuen Mun	4,400	4,400	8,200	9,200	N/A	N/A	11,100	10,800	N/A	N/A	N/A	N/A
Yuen Long	1,000	4,100	5,100	5,900	N/A	N/A	9,700	10,800	N/A	N/A	N/A	N/A
North	3,400	3,400	6,500	9,200	N/A	N/A	11,400	11,200	N/A	N/A	N/A	N/A
Tai Po	N/A	N/A	5,600	6,800	N/A	N/A	15,600	14,500	46,400	42,900	87,400	82,400
Sha Tin	N/A	N/A	7,600	7,800	N/A	N/A	9,600	9,000	N/A	N/A	66,300	66,300
Sai Kung	N/A	N/A	10,000	10,100	N/A	N/A	12,000	11,900	N/A	N/A	N/A	N/A
Islands	1,200	1,900	9,700	7,800	N/A	N/A	6,000	6,900	N/A	N/A	N/A	N/A
Kwai Tsing	N/A	N/A	6,800	7,600	N/A	N/A	9,200	9,000	N/A	N/A	N/A	N/A
All districts	3,400	3,700	8,100	8,700	N/A	N/A	12,000	11,600	36,900	38,500	87,400	90,300

Notes:

1. Figures are rounded to the nearest hundred.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.
3. "N/A" denotes there is no such type of class level or KG in that District Council district, or there is no fee-charging class or KG in that district after deduction of subsidy under the scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6936)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out the numbers of kindergartens and the numbers of their school places and students at each class level respectively over the past 5 years by type of kindergartens and district.

	Local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres)					Local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme					Former aided child care centres				
	Number of schools	No. of places	Number of students			Number of schools	No. of places	Number of students			Number of schools	No. of places	Number of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central and Western															
Eastern															
Islands															
Southern															
Wan Chai															
Kwai Tsing															
Tsuen Wan															
Tuen Mun															
Yuen Long															
North															
Sha Tin															
Tai Po															

Kowloon City															
Kwun Tong															
Sai Kung															
Sham Shui Po															
Wong Tai Sin															
Yau Tsim Mong															
Total															

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1471)

Reply:

The numbers of kindergartens (KGs), school places and students at each class level for K1, K2 and K3 from the 2014/15 to 2018/19 school years by type of KGs and by district are tabulated at Appendix.

Appendix

Number of kindergartens (KGs), their school places and students at each class level by type of KGs and by district from the 2014/15 to 2018/19 school years

2014/15 school year

District	Local non-profit-making (NPM) KGs joining Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	14	4 269	1 253	1 185	1 163	2	36	0	10	15	9	809	248	263	268
Wan Chai	7	1 691	485	453	439	7	3 861	1 210	1 154	1 104	6	523	166	161	173
Eastern	40	9 097	2 645	2 524	2 333	4	1 720	362	392	405	17	1 364	440	391	419
Southern	9	2 143	618	564	586	1	120	22	25	50	8	700	226	215	220
Yau Tsim Mong	14	3 465	1 034	974	939	1	342	105	83	105	14	1 411	450	454	477
Sham Shui Po	26	8 507	2 441	2 241	2 180	2	623	178	143	135	13	1 375	447	468	438
Kowloon City	25	7 805	2 330	2 231	2 118	11	4 889	1 377	1 348	1 554	15	1 473	472	480	484
Wong Tai Sin	28	6 100	1 682	1 614	1 647	2	890	279	284	278	17	1 529	503	486	495
Kwun Tong	44	11 393	3 173	2 850	3 023	1	408	138	93	141	24	2 282	756	758	734
Sai Kung	28	6 144	1 839	1 746	1 652	1	40	19	16	0	13	1 055	344	338	297
Sha Tin	36	10 261	3 006	2 725	2 755	0	0	0	0	0	20	1 852	580	626	561
Tai Po	16	4 318	1 430	1 405	1 227	1	109	37	36	32	9	839	277	283	266
North	30	10 506	3 732	3 293	3 177	1	408	96	112	132	10	968	286	336	344
Yuen Long	48	14 611	4 739	4 581	4 375	0	0	0	0	0	18	1 796	586	587	615
Tuen Mun	38	11 274	3 690	3 458	3 275	0	0	0	0	0	19	1 583	516	497	540
Tsuen Wan	20	4 914	1 514	1 346	1 283	2	515	142	99	194	10	1 068	358	331	371
Kwai Tsing	38	9 331	2 628	2 502	2 500	0	0	0	0	0	19	1 702	558	530	541
Islands	17	2 798	752	770	689	0	0	0	0	0	5	417	114	111	130
Total	478	128 627	38 991	36 462	35 361	36	13 961	3 965	3 795	4 145	246	22 746	7 327	7 315	7 373

2015/16 school year

District	Local NPM KGs joining PEVS (excluding FACs)					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	16	4 559	1 396	1 277	1 210	0	0	0	0	0	9	818	271	254	263
Wan Chai	7	1 719	462	485	462	7	3 926	1 205	1 168	1 122	6	535	174	169	165
Eastern	42	9 540	2 816	2 642	2 488	1	774	172	178	174	17	1 466	449	443	402
Southern	10	2 302	664	644	590	0	0	0	0	0	8	718	243	216	214
Yau Tsim Mong	15	3 904	1 122	1 151	1 063	0	0	0	0	0	14	1 420	473	467	459
Sham Shui Po	26	8 608	2 462	2 488	2 231	4	791	259	178	144	13	1 397	448	474	454
Kowloon City	27	8 644	2 610	2 471	2 351	10	4 637	1 333	1 447	1 183	15	1 513	509	488	472
Wong Tai Sin	27	6 074	1 808	1 734	1 643	2	890	269	282	273	17	1 582	540	523	488
Kwun Tong	42	11 167	3 206	3 002	2 688	3	1 005	246	348	292	24	2 388	741	790	769
Sai Kung	28	6 402	2 024	1 859	1 739	0	0	0	0	0	13	1 098	383	353	327
Sha Tin	35	10 581	3 419	3 002	2 757	1	179	62	67	38	20	1 959	572	638	656
Tai Po	16	4 617	1 524	1 436	1 413	1	108	36	37	31	9	875	286	294	287
North	29	10 402	3 274	3 601	3 224	2	782	257	271	251	10	963	289	328	338
Yuen Long	51	15 376	4 892	4 830	4 625	0	0	0	0	0	18	1 811	590	615	593
Tuen Mun	39	11 412	3 640	3 675	3 395	1	208	50	78	54	19	1 605	527	541	498
Tsuen Wan	21	5 229	1 668	1 543	1 344	2	347	104	108	103	10	1 086	371	372	327
Kwai Tsing	38	9 525	2 885	2 708	2 571	0	0	0	0	0	19	1 765	599	561	539
Islands	17	2 799	793	758	756	0	0	0	0	0	5	436	124	122	118
Total	486	132 860	40 665	39 306	36 550	34	13 647	3 993	4 162	3 665	246	23 435	7 589	7 648	7 369

2016/17 school year

District	Local NPM KGs joining PEVS (excluding FACs)					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	16	4 739	1 284	1 388	1 281	0	0	0	0	0	9	828	249	272	264
Wan Chai	8	2 420	685	685	682	6	3 146	885	976	933	6	557	158	178	175
Eastern	42	9 678	2 571	2 758	2 551	1	774	150	177	179	17	1 495	371	471	456
Southern	10	2 357	564	666	639	0	0	0	0	0	8	746	230	238	229
Yau Tsim Mong	14	4 145	1 039	1 187	1 166	0	0	0	0	0	14	1 412	437	479	469
Sham Shui Po	29	8 924	2 384	2 550	2 507	2	658	156	167	154	13	1 449	470	480	469
Kowloon City	27	8 696	2 332	2 631	2 477	10	4 659	1 224	1 428	1 340	15	1 520	454	533	492
Wong Tai Sin	28	6 357	1 626	1 917	1 868	1	540	180	180	177	17	1 597	477	558	532
Kwun Tong	45	11 404	2 808	3 322	3 241	1	408	116	130	145	24	2 311	716	774	795
Sai Kung	28	6 506	1 882	2 055	1 835	0	0	0	0	0	13	1 121	346	392	347
Sha Tin	35	10 747	2 935	3 434	3 074	1	177	33	61	68	20	1 958	599	630	652
Tai Po	16	4 683	1 412	1 533	1 433	1	109	36	36	37	9	871	260	309	296
North	31	10 438	2 604	3 539	3 781	2	740	74	243	268	10	957	258	343	340
Yuen Long	51	15 386	4 205	4 936	4 945	0	0	0	0	0	18	1 826	550	637	625
Tuen Mun	41	11 472	3 057	3 714	3 798	0	0	0	0	0	19	1 621	498	559	551
Tsuen Wan	22	5 722	1 663	1 780	1 644	1	180	15	10	19	10	1 095	323	391	373
Kwai Tsing	38	9 380	2 417	2 851	2 723	0	0	0	0	0	19	1 757	544	606	566
Islands	18	2 791	729	818	745	0	0	0	0	0	5	454	116	121	118
Total	499	135 845	36 197	41 764	40 390	26	11 391	2 869	3 408	3 320	246	23 575	7 056	7 971	7 749

2017/18 school year

District	Local NPM KGs joining the kindergarten education scheme (KG Scheme) (excluding FACs)					Local NPM KGs not joining KG Scheme					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	15	4 336	1 165	1 184	1 280	1	258	76	82	90	9	852	252	254	278
Wan Chai	8	2 549	746	700	737	6	2 961	889	882	926	6	565	155	172	181
Eastern	39	7 978	2 137	2 053	2 318	2	2 172	573	626	480	17	1 513	394	387	478
Southern	10	2 275	630	571	663	0	0	0	0	0	8	760	255	236	241
Yau Tsim Mong	13	3 739	1 069	994	1 149	1	191	15	50	62	14	1 439	467	476	479
Sham Shui Po	29	8 999	2 403	2 413	2 583	2	673	165	157	166	13	1 477	462	513	468
Kowloon City	29	9 739	2 755	2 681	2 916	9	3 800	983	1 095	1 035	15	1 620	496	482	545
Wong Tai Sin	28	6 179	1 627	1 594	1 927	1	540	179	180	172	17	1 642	531	506	560
Kwun Tong	46	11 568	3 125	2 923	3 439	1	296	27	79	91	24	2 394	776	779	806
Sai Kung	28	6 623	2 005	1 837	2 012	0	0	0	0	0	13	1 142	356	349	388
Sha Tin	38	11 280	3 174	3 082	3 622	1	112	36	36	33	20	2 012	652	642	654
Tai Po	15	4 523	1 417	1 375	1 471	1	172	51	51	51	9	893	306	280	314
North	33	9 923	2 537	2 726	3 844	0	0	0	0	0	10	973	278	304	368
Yuen Long	52	15 098	4 392	4 194	5 000	0	0	0	0	0	18	1 844	583	620	643
Tuen Mun	40	11 016	3 152	3 066	3 638	0	0	0	0	0	19	1 624	507	518	562
Tsuen Wan	23	6 055	1 712	1 650	1 782	0	0	0	0	0	10	1 136	390	338	396
Kwai Tsing	38	9 244	2 511	2 424	2 857	0	0	0	0	0	19	1 833	609	561	611
Islands	18	2 697	730	752	817	0	0	0	0	0	5	438	121	113	118
Total	502	133 821	37 287	36 219	42 055	25	11 175	2 994	3 238	3 106	246	24 157	7 590	7 530	8 090

2018/19 school year

District	Local NPM KGs joining KG Scheme (excluding FACs)					Local NPM KGs not joining KG Scheme					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	15	4 303	1 244	1 179	1 175	1	255	49	84	84	9	842	230	263	261
Wan Chai	8	2 555	731	730	684	6	2 962	888	897	884	6	576	177	169	174
Eastern	39	7 594	2 031	2 098	1 977	2	2 082	531	571	511	17	1 504	336	400	394
Southern	11	2 217	579	613	569	0	0	0	0	0	8	750	223	257	237
Yau Tsim Mong	13	3 556	1 020	1 074	997	1	158	26	18	47	14	1 432	448	484	473
Sham Shui Po	29	8 420	2 330	2 345	2 443	2	674	165	158	158	13	1 476	464	487	511
Kowloon City	30	9 507	2 721	2 783	2 722	9	3 609	921	1 111	944	15	1 580	478	516	484
Wong Tai Sin	28	5 959	1 590	1 631	1 616	1	540	180	180	177	17	1 632	505	554	521
Kwun Tong	48	11 625	3 245	3 144	3 095	0	0	0	0	0	24	2 422	706	814	813
Sai Kung	28	6 596	1 819	1 939	1 811	0	0	0	0	0	13	1 115	341	357	355
Sha Tin	39	11 060	3 073	3 140	3 094	1	112	36	35	34	20	1 989	577	687	651
Tai Po	15	4 453	1 413	1 395	1 360	1	171	50	50	51	9	889	288	329	280
North	33	8 884	2 436	2 565	2 758	0	0	0	0	0	10	953	303	291	314
Yuen Long	52	14 476	4 200	4 432	4 223	0	0	0	0	0	18	1 832	581	613	626
Tuen Mun	40	10 489	3 152	3 162	3 099	0	0	0	0	0	19	1 598	483	521	529
Tsuen Wan	23	5 907	1 615	1 757	1 652	0	0	0	0	0	10	1 122	365	408	348
Kwai Tsing	38	8 998	2 462	2 496	2 455	0	0	0	0	0	19	1 828	578	611	554
Islands	18	2 743	767	786	791	0	0	0	0	0	5	431	128	119	126
Total	507	129 342	36 428	37 269	36 521	24	10 563	2 846	3 104	2 890	246	23 971	7 211	7 880	7 651

Notes:

1. Figures refer to the position as at September of the respective school years. The figures in the 2018/19 school year do not include 2 new KGs that have not joined the KG Scheme and not admitted any students in September.
2. Figures on accommodation do not include vacant classrooms.
3. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6937)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide information on the school fees charged by kindergartens (KGs) with half-day (HD) classes and whole-day (WD) classes (excluding classes for children aged 2 to 3) by type of kindergartens for the past 5 years.

	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding Former Aided Child Care Centres (FAC))		FAC		Local NPM KGs not joining PEVS		Local private independent (PI) KGs		Non-local KGs	
	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes
Median school fees										
Average school fees										
Highest school fees										
Lowest school fees										

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1472)

Reply:

The median, weighted average, highest and lowest school fees charged by kindergartens (KGs) operating half-day (HD) classes and whole-day (WD) classes (excluding classes for children aged 2 to 3), by type of KGs, from the 2014/15 to 2018/19 school years are tabulated at Appendix.

Appendix

Median, weighted average, highest and lowest school fees
charged by KGs operating HD and WD classes by type of KGs
from the 2014/15 to 2018/19 school years

2014/15 school year

Annual school fee	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))		FACs		Local NPM KGs not joining the PEVS		Local private independent (PI) KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	23,600	36,600	21,900	38,600	33,700	75,900	49,100	64,800	64,000	97,900
Weighted average school fee	23,700	37,200	22,700	38,000	33,400	88,400	50,100	63,400	67,300	103,600
Highest school fee	30,000	60,000	28,900	52,900	65,100	154,100	99,000	111,600	130,100	154,100
Lowest school fee	11,800	19,400	16,600	22,700	21,800	51,100	14,100	23,300	24,900	47,800

2015/16 school year

Annual school fee	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	26,000	39,600	24,900	42,100	35,300	80,300	50,100	69,600	68,000	101,700
Weighted average school fee	26,200	40,400	25,600	41,900	34,100	87,600	52,700	66,900	71,800	106,700
Highest school fee	33,800	67,500	30,200	59,500	53,000	166,500	98,500	111,600	148,800	166,500
Lowest school fee	12,000	21,100	17,900	26,400	22,900	55,100	21,600	31,200	27,600	47,800

2016/17 school year

Annual school fee	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	27,600	42,300	27,900	46,200	35,700	82,000	54,100	74,400	70,200	109,800
Weighted average school fee	27,800	43,200	27,700	46,100	34,700	91,400	55,700	70,800	72,800	113,900
Highest school fee	34,900	69,700	32,200	64,900	56,000	177,400	98,500	125,000	148,800	177,400
Lowest school fee	12,000	21,700	19,800	30,600	20,600	57,900	21,600	32,000	27,600	47,800

2017/18 school year

Annual school fee	Local NPM KGs joining the KG education scheme (KG Scheme) (excluding FACs)		FACs		Local NPM KGs not joining the KG Scheme		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	2,900	7,300	Not applicable	11,400	35,700	71,400	57,500	78,500	76,000	115,200
Weighted average school fee	3,000	8,100	Not applicable	11,000	36,100	80,600	59,100	72,800	77,200	122,100
Highest school fee	9,500	25,900	Not applicable	22,500	61,000	181,700	106,200	140,000	146,600	181,700
Lowest school fee	100	200	Not applicable	900	22,400	38,300	27,600	35,300	27,600	47,800

2018/19 school year

Annual school fee	Local NPM KGs joining the KG Scheme (excluding FACs)		FACs		Local NPM KGs not joining the KG Scheme		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	3,400	8,100	Not applicable	12,000	36,900	87,400	59,800	81,600	78,800	118,600
Weighted average school fee	3,700	8,700	Not applicable	11,600	38,500	90,300	61,800	75,600	80,600	126,000
Highest school fee	10,100	26,200	Not applicable	26,200	66,000	198,300	110,000	149,800	160,800	198,300
Lowest school fee	100	200	Not applicable	700	22,400	38,300	18,200	38,300	27,600	47,800

Note:

1. Figures are rounded to the nearest hundred.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.
3. “Not applicable” refers to classes which do not charge school fees after deducting the subsidy from the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6938)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the average indoor and outdoor spaces per person provided in kindergartens in 2001, 2006, 2011 and 2016, with a breakdown by 18 districts.

	Local non-profit-making kindergartens (including Former Aided Child Care Centres) joining the Pre-primary Education Voucher Scheme			
	Average indoor space per person (average)	Average indoor space per person (median)	Average outdoor space per person (average)	Average outdoor space per person (median)
Central & Western District				
Eastern District				
Islands District				
Southern District				
Wan Chai District				
Kwai Tsing District				
Tsuen Wan District				
Tuen Mun District				
Yuen Long District				
North District				
Sha Tin District				
Tai Po District				
Kowloon City District				
Kwun Tong District				
Sai Kung District				
Sham Shui Po District				
Wong Tai Sin District				
Yau Tsim Mong District				
Total				

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1473)

Reply:

The kindergarten (KG) sector is characterised by a high level of diversity, vibrancy and flexibility in operation. KGs are located in a variety of premises, such as self-acquired or self-owned premises, privately leased premises, or public housing estates. While there are requirements in respect of the minimum floor space for each KG student in a classroom and the number of students permitted in each classroom, the overall provision of space and facilities for their students is a school-based arrangement. The Education Bureau has not collected detailed information on the area of their facilities such as indoor and outdoor play areas, and is therefore unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6939)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the job-switching rate of full-time kindergarten teachers by their length of service in the past 5 years:

Job-switching rate of full-time teachers					
Length of service	Local non-profit-making kindergartens under the Pre-primary Education Voucher Scheme (PEVS) (except former aided child care centres)	Former aided child care centres	Local non-profit-making kindergartens not under the PEVS	Local private independent kindergartens	Non-local kindergartens
0-5 year(s)					
6-10 years					
11-15 years					
Over 15 years					

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1474)

Reply:

The job-switching rates for teachers by their length of service in local non-profit-making (NPM) kindergartens (KGs) (excluding former aided child care centres (FACs)) under the Pre-primary Education Voucher Scheme (PEVS) or the kindergarten education scheme (KG Scheme) and FACs from the 2014/15 to 2018/19 school years are tabulated below. As regards similar breakdowns for local NPM KGs not under PEVS or KG Scheme, local private independent (PI) KGs and non-local KGs, given the small number of these types of KGs and their teachers under individual breakdown items, the percentage will be misleading as it will change greatly even for small changes in the number of teachers. Hence, it is more appropriate to provide the overall job-switching rate for these types of KGs.

(i) 2014/15 school year:

Length of service	Job-switching Rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	15.2%	13.0%	11.0%	11.2%	7.4%
6-10 years	10.8%	7.6%			
11-15 years	8.8%	9.7%			
Over 15 years	6.2%	6.5%			

(ii) 2015/16 school year:

Length of service	Job-switching Rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	15.5%	12.6%	8.7%	12.1%	7.4%
6-10 years	11.2%	11.5%			
11-15 years	7.9%	5.9%			
Over 15 years	5.5%	5.4%			

(iii) 2016/17 school year:

Length of service	Job-switching Rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	14.0%	12.6%	10.5%	10.5%	13.2%
6-10 years	6.9%	7.7%			
11-15 years	6.4%	4.6%			
Over 15 years	5.0%	3.6%			

(iv) 2017/18 school year:

Length of service	Job-switching Rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	15.3%	11.6%	11.7%	12.2%	12.9%
6-10 years	8.5%	11.5%			
11-15 years	6.6%	7.1%			
Over 15 years	5.1%	4.6%			

(v) 2018/19 school year:

Length of service	Job-switching Rate				
	Local NPM KGs under KG Scheme (except FACs)	FACs	Local NPM KGs not under KG Scheme	Local PI KGs	Non-local KGs
0-5 year(s)	13.2%	11.2%	6.1%	12.1%	8.7%
6-10 years	8.9%	7.5%			
11-15 years	6.9%	3.0%			
Over 15 years	4.7%	4.4%			

Note:

1. "Job-switching rate" refers to the number of job-switching teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. "Job-switching teacher" refers to the teachers who had served in a KG concerned as at mid-September of the preceding school year but left that KG as at mid-September of the school year concerned for serving in another KG. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left that KG in the 2017/18 school year for serving in another KG.
2. The figures cover all KG teachers. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile information on the job-switching rate of teachers on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
3. Figures for the 2018/19 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6940)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the average indoor and outdoor spaces (including all activity areas but not ancillary facilities) per person provided in kindergartens in 2001, 2006, 2011 and 2016, with a breakdown by kindergarten type.

		Local non-profit-making kindergartens (excluding Former Aided Child Care Centre	Former Aided Child Care Centre	Local private independent kindergartens	Non-local kindergartens
Average indoor space per person	Average				
	Median				
	Highest				
	Lowest				
Average outdoor space per person	Average				
	Median				
	Highest				
	Lowest				

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1475)

Reply:
The kindergarten (KG) sector is characterised by a high level of diversity, vibrancy and flexibility in operation. KGs are located in a variety of premises, such as self-acquired or self-owned premises, privately leased premises, or public housing estates. While there are requirements in respect of the minimum floor space for each KG student in a classroom and the number of students permitted in each classroom, the overall provision of space and facilities for their students is a school-based arrangement. The Education Bureau has not collected detailed information on the area of their facilities such as indoor and outdoor play areas, and is therefore unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6941)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the wastage rate of full-time kindergarten teachers by their length of service in the past 5 years:

Wastage rate of full-time teachers					
Length of service	Local non-profit-making kindergartens under the Pre-primary Education Voucher Scheme (PEVS) (except former aided child care centres)	Former aided child care centres	Local non-profit-making kindergartens not under the PEVS	Local private independent kindergartens	Non-local kindergartens
0-5 year(s)					
6-10 years					
11-15 years					
Over 15 years					

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1477)

Reply:

The respective wastage rates of teachers by their length of service in local non-profit-making (NPM) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) or kindergarten education scheme (KG Scheme) (excluding former aided child care centres (FACs)) and FACs from the 2014/15 to 2018/19 school years are tabulated below. As regards similar breakdowns for local NPM KGs not under PEVS or KG Scheme, local private independent (PI) KGs and non-local KGs, given the small number of these types of KGs and their teachers under individual breakdown items, the percentage will be misleading as it will change greatly even for small changes in the number of teachers. Hence, it is more appropriate to provide the overall wastage rate for these types of KGs.

(i) 2014/15 school year:

Length of service	Wastage rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.1%	9.8%	8.8%	13.9%	15.8%
6-10 years	10.7%	5.1%			
11-15 years	8.7%	6.7%			
Over 15 years	6.9%	7.1%			

(ii) 2015/16 school year:

Length of service	Wastage rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	10.4%	7.8%	7.3%	14.4%	18.1%
6-10 years	10.3%	6.1%			
11-15 years	6.6%	6.4%			
Over 15 years	6.2%	6.8%			

(iii) 2016/17 school year:

Length of service	Wastage rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.4%	10.8%	10.5%	15.4%	16.1%
6-10 years	12.3%	11.3%			
11-15 years	8.3%	8.3%			
Over 15 years	8.5%	8.5%			

(iv) 2017/18 school year:

Length of service	Wastage rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.0%	10.1%	10.7%	15.8%	16.8%
6-10 years	10.7%	11.1%			
11-15 years	8.1%	6.4%			
Over 15 years	9.1%	8.8%			

(v) 2018/19 school year:

Length of service	Wastage rate				
	Local NPM KGs under KG Scheme (except FACs)	FACs	Local NPM KGs not under KG Scheme	Local PI KGs	Non-local KGs
0-5 year(s)	13.0%	14.3%	9.4%	15.9%	18.0%
6-10 years	13.4%	12.8%			
11-15 years	10.8%	10.0%			
Over 15 years	10.6%	9.8%			

Note:

1. "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. "Drop-out teacher" refers to the teachers who had served in a KG concerned as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left the teaching profession in the 2017/18 school year.
2. The figures cover all KG teachers. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile information on the wastage rate of teachers on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
3. The figures of the 2018/19 school year are provisional.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6942)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give details of the visits made to relevant authorities in the Mainland as well as meetings and exchanges conducted with these authorities by the Education Bureau in the past year and provide in chronological order the following information for each visit, including (a) purpose and place of visit; (b) titles of Mainland officials met; (c) size of entourage and post titles of accompanying Hong Kong officers; (d) duration of visit in days; and (e) total expenditures involved; as well as (i) travelling expenses (breakdown of air tickets and local transport at the destinations); (ii) accommodation expenses; (iii) meal expenses; (iv) expenses on banquets or entertainment; and (v) expenses on gifts.

Date
(a)
(b)
(c)
(d)
(e)
(i)
(ii)
(iii)
(iv)
(v)

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1478)

Reply:

Information about the duty visits to the Mainland made by the Secretary for Education in 2018-19 is at the Annex.

As a general rule, all politically appointed officials and civil servants should observe the same principles in the provision of official entertainment. 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 limits on entertainment in the form of 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.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs on 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. As we do not specifically maintain separate accounts for the expenses on the procurement of gifts and souvenirs, relevant statistics are not available.

Duty visits to the Mainland made by Secretary for Education (SED)

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
20 to 22 June 2018	Beijing	To attend a regular working meeting with the Ministry of Education, to visit a local secondary school and a local university, and to meet Hong Kong young people who were pursuing tertiary studies or working in Beijing	1	6,541	10,800	5,000	22,341
26 July 2018	Huizhou	To meet with education officials of the Huizhou Municipal Government to explore co-operation opportunities in education	1	No expenses as no over-night stay	No air passage (by car)	2,400	2,400
29 August 2018	Zhuhai and Zhongshan	To meet with officials of the Zhuhai Education Bureau and the Zhongshan Education and Sports Bureau to explore co-operation opportunities in education between Hong Kong and the two municipalities under the development of the Greater Bay Area	2	No expenses as no over-night stay	No air passage (by ferry)	1,230	1,230
28 September to 1 October 2018	Beijing	To attend the exchange activities of the National Day Delegation from the Educational Sector of Hong Kong 2018	1	15,000	16,116	5,960	37,076

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
28 to 30 October 2018	Hangzhou and Ningbo	To attend the Ningbo-Hong Kong Education Co-operation Forum 2018, to meet with officials of Zhejiang Province, Hangzhou and Ningbo, and to visit various education organisations	1	7,907	8,142	1,821	17,870
4 December 2018	Guangzhou	To attend the Guangdong-Hong Kong Sister School Contract Signing Ceremony 2018	1	No expenses as no over-night stay	No air passage (by high speed rail)	972	972
22 January 2019	Zhuhai	To visit a higher education institution, looking into the participation of Hong Kong's universities in higher education development in the Guangdong-Hong Kong-Macao Greater Bay Area	1	No expenses as no over-night stay	No air passage (by car)	2,500	2,500

Notes:

(1) The Secretary for Education would meet local students from Hong Kong where possible.

(2) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6943)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the top-up degree programmes registered with the Non-local Courses Registry in the past 5 years, would the Hong Kong Council for Accreditation of Academic and Vocational Qualifications advise this Committee of the number of registrations and people enrolled in such programmes, and provide statistics on collaborating institutions in Hong Kong and the award of professional qualifications?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1479)

Reply:

According to the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) ("the Ordinance"), registration or exemption from registration is required for courses conducted in Hong Kong that lead to the award of non-local higher academic or professional qualifications.

Completion of professional programmes registered/exempted from registration under the Ordinance will not automatically lead to the attainment of professional qualifications. Students will need to, subject to the requirements set out in relevant legislation or by respective professional bodies, take examination or undergo assessment for attaining the professional qualifications. The Non-local Courses Registry does not collate information on the award of professional qualifications.

The information of top-up Bachelor's degree programmes[Note 1] registered/exempted from registration under the Ordinance from the 2014/15 to 2018/19 academic years is set out below:

	Academic year									
	2014/15		2015/16		2016/17		2017/18		2018/19 [Note 2]	
	Registered programmes	Exempted programmes	Registered programmes	Exempted programmes	Registered programmes	Exempted programmes	Registered programmes	Exempted programmes	Registered programmes	Exempted programmes
Number of top-up Bachelor's degree programmes	93	104	94	104	83	105	95	110	93	107
Institutions jointly offering the top-up Bachelor's degree programmes										
Number of non-local institutions	28	25	28	25	26	22	29	23	27	23
Number of operators (for registered programmes)/ Number of local institutions of higher education (for programmes exempted from registration)	24	8	24	8	19	8	22	8	20	6
Number of students enrolled	4 565	5 985	4 275	4 854	3 873	3 955	N.A. [Note 3]	N.A. [Note 3]	N.A. [Note 3]	N.A. [Note 3]

Note 1: For the purpose of this reply, programmes meeting the following criteria are regarded as top-up degree programmes –

(a) being a Bachelor's degree programme (whether or not their name bears the wording "top-up degree") with a duration not more than 18 months; and

(b) requiring a sub-degree qualification or equivalent for entry.

Note 2: Information as at 28 February 2019.

Note 3: Statistics not yet available as the related information will only be provided by operators/local institutions of higher education 6 months after the conclusion of an academic year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6944)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For the past 5 years, please advise this Committee of the following:

1. the number of non-Chinese speaking (NCS) students and the number of ethnic minority students (disaggregated into Indonesian, Filipino, Indian, Pakistani, Nepalese, Japanese, Korean, other Asian, white, black and others) studying at different grades in public sector primary and secondary schools;

2. the total number of Chinese ethnicity students studying at different grades in public sector schools, and the number of school leavers who dropped out without completing senior secondary education (disaggregated by last grade studied);

3. the total number of non-Chinese ethnicity students with special educational needs (SEN) studying at different grades in public sector schools, and the number of school leavers who dropped out without completing senior secondary education (disaggregated by age of departure, the disability/SEN type, last grade studied and ethnicity); and

4. the percentage share of NCS students with SEN who dropped out without completing senior secondary education in the total number of students with SEN and in the total number of students with SEN who dropped out without completing senior secondary education.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1480)

Reply:

1. The respective total number of non-Chinese speaking (NCS) students and ethnic minority (EM) students studying in public sector primary and secondary schools from the 2014/15 to 2018/19 school years are set out by grade in Appendix 1 and Appendix 2.

2. to 4.

The total number of Chinese ethnicity students studying in public sector schools from the 2014/15 to 2018/19 school years is set out by grade in Appendix 3.

It is the Government's policy to provide 12-year free primary and secondary education in public sector schools of which universal basic education for children aged between 6 and 15 is compulsory. Schools are required to report to the Education Bureau (EDB) on the 7th day of students' continuous absence, irrespective of their class levels. The EDB would provide support services to identified non-attendance cases with a view to bringing students back to school at the earliest opportunity and does not further classify these cases. The number of non-attendance students at Secondary 4 to 6 levels reported by public sector schools from the 2014/15 to 2017/18 school years is tabulated below. Information for the 2018/19 school year is not yet available.

School year / Grade	2014/15	2015/16	2016/17	2017/18
S4	1 533	1 010	943	833
S5	1 041	645	584	482
S6	8	11	95	126

We do not readily have breakdown of the non-attendance students by ethnic group or information in relation to special educational needs (SEN) of these students as schools need not provide such information in their report to the EDB.

The number of NCS EM students with SEN studying in public sector schools from the 2014/15 to 2018/19 school years by grade and by ethnicity is set out at Appendix 4. It is a common practice for special schools to adopt flexible groupings across grade and devise individual education plans to cater for the SEN of the students. Therefore, presenting the number of students by grade cannot reflect the actual operation in special schools.

Number of non-Chinese speaking students in public sector primary and secondary schools by grade from the 2014/15 to 2018/19 school years

Primary schools

Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
P1	1 386	1 391	1 397	1 464	1 529
P2	1 341	1 422	1 454	1 487	1 519
P3	1 227	1 387	1 437	1 478	1 497
P4	1 169	1 232	1 408	1 458	1 465
P5	1 123	1 193	1 237	1 404	1 441
P6	1 176	1 103	1 169	1 227	1 372
Total	**7 422**	**7 728**	**8 102**	**8 518**	**8 823**

Secondary schools

Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
S1	845	963	858	966	923
S2	623	794	865	825	884
S3	660	644	792	873	819
S4	620	682	693	828	883
S5	533	555	602	586	728
S6	347	506	541	582	552
Total	**3 628**	**4 144**	**4 351**	**4 660**	**4 789**

Notes: (1) Figures do not include students in special schools.
(2) Figures refer to the position as at September of the respective school year.
(3) The above figures include students whose ethnicity is Chinese but who are non-Chinese speaking based on their spoken language at home.

Number of ethnic minority students in public sector primary and secondary schools by grade from the 2014/15 to 2018/19 school years

2014/15 school year

Primary schools	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	19	21	8	17	11	18
Filipino	210	196	208	192	181	210
Indian	110	112	102	107	85	107
Pakistani	531	497	515	493	448	482
Nepalese	263	238	198	177	214	189
Japanese	21	16	16	12	9	7
Korean	12	10	1	4	4	2
Other Asian	67	88	55	73	60	61
White	106	98	67	48	43	50
Black	13	15	12	9	8	8
Others	49	60	54	40	48	37
Total	**1 401**	**1 351**	**1 236**	**1 172**	**1 111**	**1 171**

Secondary schools	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	7	5	6	5	5	2
Filipino	129	85	88	73	73	40
Indian	90	58	70	62	57	36
Pakistani	383	280	303	257	253	115
Nepalese	149	105	126	147	96	89
Japanese	9	8	4	10	6	9
Korean	3	2	2	3	4	3
Other Asian	56	25	29	20	29	28
White	17	8	11	15	8	9
Black	1	1	1	6	1	6
Others	25	30	17	25	12	21
Total	**869**	**607**	**657**	**623**	**544**	**358**

2015/16 school year

Primary schools	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	26	18	21	11	19	15
Filipino	195	213	210	208	195	182
Indian	111	109	114	113	110	85
Pakistani	475	548	502	515	487	439
Nepalese	301	261	250	200	182	211
Japanese	24	17	17	16	11	8
Korean	9	11	8	2	7	5
Other Asian	75	75	100	63	81	66
White	85	98	92	58	44	39
Black	15	12	10	11	11	4
Others	62	55	71	50	37	46
Total	**1 378**	**1 417**	**1 395**	**1 247**	**1 184**	**1 100**

Secondary schools	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	12	4	5	7	7	5
Filipino	144	124	88	86	69	70
Indian	73	83	57	66	61	54
Pakistani	433	357	279	295	230	228
Nepalese	140	138	116	128	126	93
Japanese	4	11	8	5	7	5
Korean	2	3	3	1	3	4
Other Asian	84	45	28	25	20	28
White	24	14	11	23	8	6
Black	8	1	3	2	5	1
Others	26	23	30	26	13	13
Total	**950**	**803**	**628**	**664**	**549**	**507**

2016/17 school year

Primary schools	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	23	26	23	21	10	18
Filipino	201	200	210	214	208	194
Indian	114	115	113	119	120	108
Pakistani	469	490	547	526	516	492
Nepalese	292	309	261	251	207	184
Japanese	16	28	17	15	17	11
Korean	2	14	12	9	2	8
Other Asian	55	85	83	100	66	78
White	124	98	96	95	53	40
Black	23	17	13	11	11	10
Others	55	59	52	58	46	34
Total	**1 374**	**1 441**	**1 427**	**1 419**	**1 256**	**1 177**

Secondary schools	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	9	14	3	6	8	6
Filipino	116	141	126	88	86	68
Indian	64	62	81	65	59	57
Pakistani	352	379	344	283	262	218
Nepalese	144	133	141	125	112	118
Japanese	13	4	11	6	3	8
Korean	5	2	3	2	2	4
Other Asian	80	65	49	29	23	19
White	20	19	11	13	9	7
Black	8	7	1	2	2	5
Others	34	29	20	43	18	9
Total	**845**	**855**	**790**	**662**	**584**	**519**

2017/18 school year

Primary schools	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	30	29	26	26	24	10
Filipino	191	220	204	218	222	209
Indian	117	118	125	117	118	116
Pakistani	515	509	507	560	537	518
Nepalese	295	286	312	263	249	205
Japanese	22	16	25	15	15	17
Korean	13	3	9	13	12	2
Other Asian	66	65	93	86	103	68
White	104	128	99	90	83	48
Black	27	31	17	13	12	12
Others	71	54	65	57	50	47
Total	**1 451**	**1 459**	**1 482**	**1 458**	**1 425**	**1 252**

Secondary schools	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	7	12	15	3	7	6
Filipino	147	100	133	129	76	87
Indian	81	68	59	80	58	59
Pakistani	394	340	394	340	238	251
Nepalese	125	138	133	155	106	106
Japanese	12	11	5	11	6	3
Korean	3	2	1	4	2	1
Other Asian	88	69	63	48	27	22
White	18	18	15	13	5	6
Black	8	8	7	2	3	1
Others	44	36	31	27	29	16
Total	**927**	**802**	**856**	**812**	**557**	**558**

2018/19 school year

Primary schools	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
Indonesian	35	32	29	28	25	24
Filipino	197	198	226	201	217	218
Indian	157	125	122	125	122	115
Pakistani	486	543	525	512	554	533
Nepalese	296	292	285	314	263	243
Japanese	16	19	16	23	14	15
Korean	17	12	4	9	13	11
Other Asian	71	70	64	95	87	101
White	116	102	117	82	80	69
Black	20	29	24	16	13	13
Others	83	73	45	69	57	51
Total	**1 494**	**1 495**	**1 457**	**1 474**	**1 445**	**1 393**

Secondary schools	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	11	8	11	15	4	6
Filipino	126	135	104	133	116	75
Indian	78	81	74	58	78	53
Pakistani	391	364	329	388	294	219
Nepalese	137	124	137	135	135	98
Japanese	15	11	12	5	9	5
Korean	2	4	3	2	4	2
Other Asian	74	64	55	69	37	25
White	9	11	21	20	8	4
Black	10	6	12	8	2	4
Others	42	40	38	34	19	27
Total	**895**	**848**	**796**	**867**	**706**	**518**

Notes: (1) Figures do not include students in special schools.
(2) Figures refer to the position as at September of the respective school year.

Number of Chinese ethnicity students in public sector primary and secondary schools by grade from the 2014/15 to 2018/19 school years

Primary schools

Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
P1	47 592	46 997	47 996	50 968	51 953
P2	45 836	47 598	47 014	47 972	50 778
P3	42 844	46 003	47 870	47 288	47 942
P4	41 107	43 252	46 524	48 286	47 595
P5	40 127	41 349	43 610	46 776	48 331
P6	41 117	40 006	41 305	43 530	46 463
Total	**258 623**	**265 205**	**274 319**	**284 820**	**293 062**

Secondary schools

Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
S1	44 749	42 548	42 096	42 881	44 519
S2	46 895	43 979	42 091	41 939	42 664
S3	50 759	46 541	43 907	42 011	41 544
S4	49 837	49 359	45 429	42 934	40 906
S5	52 194	46 858	46 408	42 869	40 257
S6	53 947	48 927	44 075	43 641	40 344
Total	**298 381**	**278 212**	**264 006**	**256 275**	**250 234**

Notes: (1) Figures do not include students in special schools.
(2) Figures refer to the position as at September of the respective school year.

Number of non-Chinese speaking ethnic minority students with special educational needs in public sector schools by grade and by ethnicity from the 2014/15 to 2018/19 school years

2014/15 school year

Ethnicity	Special school	Mainstream primary school						Mainstream secondary school					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	7		1				2						
Filipino	44		3	6	3	9	1	2	3	5		1	
Indian	28		3		3	1	1	2	2	3	1	2	
Pakistani	113		15	23	18	18	16	14	10	14	13	8	4
Nepalese	41	1	5	3	7	6	4	1	2	1			1
Japanese	11		1		1				1				
Thai	10		1	3	2	2	4	2	1			1	
Korean	3		1			1							
Other Asian	5				1	1							
White	9		1	4	1	4	5	2	1		1		
Others	18		3	4	5	3	4	1	1	1	1	1	

2015/16 school year

Ethnicity	Special school	Mainstream primary school						Mainstream secondary school					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	8			2	1	1	2	1					
Filipino	57	4	6	4	8	3	9	1	4	2	3	2	1
Indian	32	2		3	4	5	1		2	2	2	1	2
Pakistani	127	4	11	24	30	26	20	22	10	14	15	12	8
Nepalese	48	3	13	7	6	4	4	1	1	3	1	1	
Japanese	12			2						1			
Thai	10		1	3	4	4	2	4		1	1		1
Korean	3		1				1						
Other Asian	7					1	1			1			
White	12	1	2	3	5	1	4	1	2	1	1		
Others	22		3	2	5	6	4	7	1	2	1	1	1

2016/17 school year

Ethnicity	Special school	Mainstream primary school						Mainstream secondary school					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	10		2		2	2	1	1	1				
Filipino	58	1	8	5	6	7	4	5	2	3	3	3	3
Indian	27	1	5	2	3	3	5	1		2	3	1	1
Pakistani	136	3	9	17	32	35	29	20	19	10	14	10	11
Nepalese	45	4	12	15	9	4	4	2	2		3	1	1
Japanese	12			1	1						1		
Thai	8		1	4	4	4	6	6	2			1	
Korean	4		1	1									
Other Asian	7				1	1	1				1		
White	12		4	2	4	5	1	1		2			
Others	26	1	2	7	5	3	5	8	3	3	2	1	1

2017/18 school year

Ethnicity	Special school	Mainstream primary school						Mainstream secondary school					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	13		1	4			2		1				
Filipino	58	2	5	8	5	9	8	5	3	3	5	3	3
Indian	25		6	7	2	2	3	4	1		2	2	1
Pakistani	146	1	10	14	19	38	34	23	17	21	14	13	7
Nepalese	55	3	16	13	11	6	4	3	1	2	2	1	1
Japanese	12					1		1					
Thai	4		3	5	3	6	5	5	4	1			
Korean	3			1	1								
Other Asian	7					1						1	
White	9	1	2	5	2	4	6		1		1		
Others	27		2	6	7	6	3	8	4	5	1	1	1

2018/19 school year

Ethnicity	Special school	Mainstream primary school						Mainstream secondary school					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	25		1	2	5					1			
Filipino	63	5	7	9	13	4	12	6	2	5	3	5	3
Indian	11	1		5	8		1	2	2	2		2	2
Pakistani	146	5	15	26	23	20	36	34	23	20	20	10	13
Nepalese	61	3	14	17	15	4	6	3	2	2	2	1	1
Japanese	7				1		1		1				
Thai	4		1	4	7	3	6	4	2	3	2		
Korean	4			1	1	1	1						
Other Asian	13			1			1						1
White	14		2	2	5	3	4			1		1	
Others	22	1	3	6	5	6	6	8	3	4	4	3	1

Notes:
1. Figures show the position as at September of the respective school year.
2. Students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures above do not include students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Hospital School is not included as special schools due to the transitional nature of the education service provided.
4. “Mixed” is not classified as an ethnicity.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6945)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide information, by district, on the position of the existing vacant school premises, including the respective District Lands Office, location, site area, availability date, land status and the current planned use.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1481)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) into gainful use. When there is a vacant or to-be-vacant school premises, the EDB will consider factors including the size, location, physical conditions etc. of the relevant premises, and the educational needs and relevant policy initiatives with a view to assessing the VSP's suitability for educational use and whether the premises is needed to be reallocated for school or other educational use. Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school use, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department and the Housing Department) for the PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism. According to the mechanism, the EDB is allowed to retain VSP for school use. However, if the EDB intends to use VSP for other educational uses, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2019, there are 10 VSP under the EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by the EDB). Information of the school premises concerned is as follows:

Table — 10 VSP under the EDB's purview (Position as at end-February 2019)

No.	District	Former School Name	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m^2)
1	Wan Chai	Wanchai School	30 Oi Kwan Road, Wan Chai, Hong Kong	2006/07	2 000
2	Eastern	Hong Kong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2017/18	2 900
3	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Hong Kong	2012/13	6 000
4	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	2009/10	1 900
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.H.K. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700
8	Sham Shui Po	Chi Yun School	19 Kwong Lee Road, Kowloon	2018/19	2 000
9	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Path, Tai Po, New Territories	1999/00	2 400
10	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

Note: "School year in which the school ceased operation" refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6946)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of Native-speaking English Teachers (NETs) currently employed by each special school and list the average teacher-to-student ratio of each NET.

2. Please provide the total number of NETs currently employed by all the public sector primary and secondary schools in the territory and list the average teacher-to-student ratio of each NET.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1482)

Reply:

In the 2018/19 school year, 468 and 397 Native-speaking English Teachers (NETs) are engaged in public sector primary schools and secondary schools respectively, including 27 NETs engaged in special schools. NETs serve mainly as resource teachers for the English Language subject and, together with other English teachers, seek to create a favourable English learning environment conducive to students communicating in English. In addition to undertaking teaching duties, NETs also support and collaborate with other English teachers to facilitate the implementation of the school-based curriculum and execution of subject-related tasks. As the provision of NETs is on a school basis and there are great variations in the number of classes and students, as well as in the deployment of NETs among schools, information about the average teacher-to-student ratio of each NET is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6947)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out the total expenditure for the provision of school meals subsidy in the past 5 years by level of education (secondary school, primary school and kindergarten).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1483)

Reply:

The Education Bureau has, starting from the 2014/15 school year, incorporated the pilot scheme of provision of free lunch at schools for needy primary students under the Community Care Fund into the regular assistance programme. Students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector primary schools (including special schools) or whole-day primary schools under the Direct Subsidy Scheme are eligible for free lunch at schools.

The expenditure in the past 5 school years (i.e. from the 2013/14 to 2017/18 school years) is set out below:

School Year	Expenditure ($ million)
2013/14	157
2014/15	163
2015/16	170
2016/17	174
2017/18	175

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6948)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What is the number of non-Chinese speaking students with special educational needs in mainstream and public special schools over the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1484)

Reply:

The numbers of non-Chinese speaking (NCS) students with special educational needs (SEN) studying in public sector mainstream schools and special schools in the past 5 school years are provided below:

School Year	NCS Students with SEN	
	Mainstream Schools	Special Schools
2014/15	349	306
2015/16	462	363
2016/17	512	367
2017/18	547	390
2018/19	611	401

Notes:

1. Figures show the position as at September of the respective school years.
2. Figures cover those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
3. Hospital School is not included in special schools due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6949)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. In the past 5 years, what were the numbers of students in special schools for children with intellectual disabilities and the unit cost per capita (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?

2. What were the numbers of new students and their age (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?

3. What were the numbers of school leavers and their age (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?

4. What were the numbers of new graduates of special schools waiting for various types of adult services (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1485)

Reply:

1. to 4.

The Education Bureau does not keep school-based personal data and information such as residence status of parents, background of students' parents, etc., and is therefore not able to provide the related information as requested.

The average unit cost per school place and the average unit cost per boarding place for each type of special schools for children with intellectual disability in the past 5 school years are set out at Appendix 1.

The number of students, number of non-Chinese speaking students, number of 5-day and 7-day boarders, number of new students with age range by day student, 5-day boarding and 7-day boarding, number of school leavers with age range by day student, 5-day boarding and 7-day boarding, and number of graduates waiting for adult services in the past 5 school years in special schools for children with intellectual disability are set out at Appendix 2.

Appendix 1

Table 1: Average Unit Cost per School Place for Each Type of Special Schools for Children with Intellectual Disability from the 2013/14 to 2017/18 School Years

School Type	Average Unit Cost per School Place				
	2013/14	**2014/15**	**2015/16**	**2016/17**	**2017/18**
Mild Intellectual Disability	$145,500	$171,000	$171,500	$177,000	$195,500
Moderate Intellectual Disability	$218,000	$239,500	$253,000	$260,000	$285,500
Severe Intellectual Disability	$281,000	$313,000	$329,000	$342,000	$361,500

Table 2: Average Unit Cost per Boarding Place for Each Type of Special Schools for Children with Intellectual Disability from the 2013/14 to 2017/18 School Years

School Type	Average Unit Cost per Boarding Place				
	2013/14	**2014/15**	**2015/16**	**2016/17**	**2017/18**
Mild Intellectual Disability [Note]	N.A.	N.A.	N.A.	N.A.	N.A.
Moderate Intellectual Disability	$198,000	$233,500	$243,000	$252,000	$258,500
Severe Intellectual Disability	$255,500	$294,500	$306,000	$321,000	$331,500

Note:
Schools for children with mild intellectual disability do not provide boarding service.

Appendix 2

Information on Students of Special Schools for Children with Intellectual Disability (ID schools) from the 2013/14 to 2017/18 School Years

Item			Age Range (Year)	School Year [Note 1]				
				2013/14	2014/15	2015/16	2016/17	2017/18
1	Number of Students (No. of Non-Chinese Speaking (NCS) Students [Note 2])			5 624 (193)	5 607 (223)	5 607 (266)	5 701 (275)	5 845 (311)
2	Number of Boarders (No. of NCS Students [Note 2])	5-day		324 (5)	306 (5)	296 (5)	297 (5)	294 (6)
		7-day		352 (2)	362 (2)	359 (3)	362 (2)	375 (3)
3	Number of New Students [Note 3] (No. of NCS Students [Note 2])	Day Place	6-19	523 (40)	560 (30)	562 (44)	584 (45)	648 (87)
		5-day Boarding	6-18	45 (3)	31 (1)	46 (1)	42 (1)	44 (3)
		7-day Boarding	6-21	40 (0)	60 (2)	34 (0)	48 (2)	57 (6)
4	Number of School Leavers [Note 4] (No. of NCS Students [Note 2])	Day Place	6-24	599 (12)	569 (23)	487 (28)	497 (17)	569 (30)
		5-day Boarding	6-24	55 (2)	52 (0)	43 (1)	52 (1)	44 (1)
		7-day Boarding	7-23	31 (0)	48 (1)	43 (0)	41 (0)	35 (0)
5	Number of Graduates Waiting for Adult Services [Note 5] (No. of NCS Students [Note 2])			98 (3)	42 (1)	66 (4)	83 (4)	125 (3)

Notes:

1. Number of students in items 1-2 denotes the position as at September of the respective school years.
2. Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
3. The number of New Students is counted as follows:
   (i) Day place:
   - only first admission to ID schools is counted;
   - excluding those students transferred between ID schools.

   (ii) 5-day and 7-day boarding:
   - students who changed from a 5-day boarding to a 7-day boarding or vice versa are counted as new admission to that type of boarding service.

4. The number of School Leavers is counted as follows:
   (i) Day place:
   - only last attendance at ID schools is counted;
   - excluding those students transferred between ID schools.
   (ii) 5-day and 7-day boarding:
   - students who left from a 5-day boarding to a 7-day boarding or vice versa are counted as school leavers of that type of boarding.

5. (i) Students who completed secondary education are counted.
   (ii) Adult Services include day activity centres, sheltered workshops cum hostels, supported hostels, etc.
   (iii) The above information was collected from special schools in July and August of the respective school years. As such, the above figures may not reflect the actual situation of the post-school arrangement of school leavers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6950)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (228) Student Financial Assistance

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What are the number of students who travel to and from schools by school buses and their distributions by district? And what are the school bus fares involved?

2. Regarding the School-based After-School Learning and Support Programmes (Programme):
   (i) How much was last year's provision?
   (ii) How many schools took part in the Programme and what was their percentage share among all schools in the territory?
   (iii) What was the number of students who benefited from the Programme (disaggregated by students receiving Comprehensive Social Security Assistance (CSSA), full grant under the School Textbook Assistance Scheme (STAS), half grant under STAS or other students)?
   (iv) How many people were benefitted?
   (v) How many one-off activities?
   (vi) How many activities were for long-term development?
   (vii) How much cash assistance was provided to each student per year for participating in extra-curricular activities?
   (viii) What was the effectiveness of the Programme?
   (ix) What is the estimated amount of provisions for the next 3 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1486)

Reply:

1. In the light that schools and parents would arrange school buses for their students/children on their own, the number of students who travel to and from schools by school bus with breakdown by district and fare is not available.

2. 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 (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant (SBG) and Community-based Project (CBP) Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of CSSA or full grant under the Student Financial Assistance Schemes (SFAS).

   To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFAS but identified by schools as needy (including students receiving half grant of SFAS, new arrivals, single parent households, etc.). Besides, eligible participating schools (i.e. having a utilisation rate of 80% or above of the provision in the previous year) have been provided with incentive funding under the SBG (which is calculated at an annual rate of $600 per eligible student vis-à-vis $400 in other schools and includes an additional 25% of the provision following the increase in the discretionary quota mentioned above).

   In the 2018/19 school year, the total funding earmarked for the Programme is about $240 million, including about $114 million for the SBG and about $126 million for the CBP Grant. For the SBG, 898 schools which constitute more than 90% of all the schools in the territory with 201 700 students eligible for the grant have participated in the Programme. Among them, about 49 100, 119 900 and 32 700 are in receipt of CSSA, full grant of SFAS and others (i.e. participating under the 25% discretionary quota) respectively. Regarding the CBP Grant, the 436 projects organised by 171 NGOs are targeted at individual eligible students totaling about 100 000. To avoid labelling on participating students, NGOs have not asked participating students referred by schools to identify themselves as CSSA recipients, full-grant SFAS recipients or participants using discretionary quota. Breakdown of participating students by students in receipt of CSSA, full grant of SFAS, etc. is therefore not available.

   The objectives of organising various after-school activities by participating schools under the Programme are to help increase learning effectiveness (such as tutorial services and training of learning skills), broaden learning experience outside classroom (such as art and cultural as well as sports activities) and raise understanding of and sense of belonging to the community (such as volunteer services). Seen from this perspective, the activities, some of which may be one-off, are for sustainable development of the students concerned.

The provision of the Programme is complementary in nature and is targeted at schools and NGOs. Apart from the Programme, the Government has launched various funding schemes to support schools and NGOs to organise after-school activities, including after-school tutorial services to cater for the diverse needs of needy students. Besides, flexible deployment of the grants provided, as encouraged by EDB, has enabled schools to inject more funding into after-school activities for needy students. It is not the objective or design of the Programme to simply offer cash assistance to individual eligible students for participating in extra-curricular activities of their own choice. Information on the amount of cash assistance provided to each student participating in after-school activities is not available.

Assessment of the effectiveness of the Programme is done annually at two levels. The Incorporated Management Committee/School Management Committee of the school in receipt of the SBG is accountable for proper use of the grant for its intended objectives and review of the effectiveness of the Programme. To enhance transparency, schools are required to include the Programme in their School Annual Plan and set out the review findings in the School Report. NGOs are required to submit, among others, an evaluation report on the effectiveness of the projects organised to EDB. In addition, EDB collects feedback from stakeholders through surveys and conducts supervisory visits to examine the implementation of the Programme. In general, stakeholders agree that the Programme for the afore-mentioned objectives is effective. Upon review of the utilisation of the funding, EDB has enhanced the SBG starting from the 2014/15 school year, including increasing schools' discretionary quota as mentioned above. For budgetary purpose, EDB will continue to earmark a provision of $240 million for the Programme for the years ahead.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6951)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide details of the staffing of various types of special schools and boarding sections (if any),,the amounts of salary of different categories of posts and grant for different areas (including maintenance of facilities) of the various types of schools, construction cost, standard school infrastructure, cost per capita of the school section, area of space per boarder and cost per capita in the boarding section.

2. For schools for children with severe intellectual disability, please provide the number of students, the number of new intakes and their age, and the number of school leavers and their age in the past 5 years. For various types of adult services, please provide the number of new applicants on the waiting list and the number of school leavers who proceeded to adult services in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1488)

Reply:

1. Aided special schools are provided with teaching staff, various types of specialists and non-teaching/non-specialist staff on their staff establishment. The number of staff and their respective salary scales in the 2018/19 school year are set out at Appendix 1 and Appendix 2 respectively. The average unit cost per school place and per boarding place of each type of aided special schools in the 2018/19 school year is set out at Appendix 3.

Currently, all aided special schools are provided with an Expanded Operating Expenses Block Grant (EOEBG) for meeting operating expenses. The EOEBG includes virtually all non-salary recurrent grants, except those which are ad-hoc in nature, currently under review, and paid for very specific purpose on a reimbursement basis. It also includes the Composite Furniture and Equipment Grant for schools to procure furniture and equipment items, to cover the maintenance/repairs fees for these items, etc. The details of EOEBG can be accessed from the website of the Education Bureau:
http://www.edb.gov.hk/en/sch-admin/fin-management/subsidy-info/ref-e-oebg-cfeg/index.html

Aided special schools can also apply for capital subventions to carry out major school maintenance/repair works under the annual major repairs exercise and emergency repairs mechanism. The total approved project estimates in the 2018-19 financial year is about $117 million.

There are different types/scales of special schools with different provision of facilities to meet the different needs of their target students. Taking the two Capital Works special school projects approved by the Finance Committee of the Legislative Council in June 2018, namely "8032ED – Conversion to Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School" and "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" as examples, the estimated construction unit costs, represented by building and building services costs, are $26,775 and $33,094 per m^2 of Construction Floor Area in money-of-the-day price respectively.

Apart from essential school facilities in the school section such as classrooms, special rooms (e.g. visual arts room, computer room, design and technology room, home economics room, etc. depending on the subjects offered by the special school), library, student activity centre, multi-purpose area, assembly hall, staff room and other ancillary facilities, including a disabled/fireman's lift, facilities for the disabled, store rooms and toilets, the facilities provided for different types of special schools would be different. Other facilities such as physiotherapy room(s), occupational therapy room(s), speech therapy room(s) and social worker's room(s), etc., would be provided as appropriate. The school facilities to be provided to each newly constructed special school are approved by the Property Vetting Committee (PVC) on a project basis as appropriate. PVC is chaired by the Assistant Director (Architectural) of Architectural Services Department with members from the Government Property Agency, Treasury Branch of the Financial Services and the Treasury Bureau and other members to be co-opted as required.

Similarly, approval would be sought from PVC on a project basis as appropriate for the boarding section of newly constructed special school, if any. Common facilities such as bedrooms, study area, TV/common room, dining/multi-purpose room, kitchen, laundry room, drying area, warden's office, houseparents' and programme workers' office, nurse duty room/sick bay, sleep-in room(s) for staff on night shift and other ancillary facilities, including stores, toilets, bathrooms, relevant facilities for the disabled, etc., would be provided.

2. The number of students, new students and leavers of schools for children with severe intellectual disability (SID) in the past 5 years is set out in Table I of Appendix 4. The number of students admitted to and waiting for admission to adult services in the past 5 years is set out in Table II of Appendix 4. According to our record, the age range of new students in the past 5 school years is from 6 to 17. With the implementation of the New Senior Secondary academic structure in the 2009/10 school year, students of special schools, including schools for children with SID, will leave school after completion of Secondary Six. Under special circumstances where individual students may need to extend their years of study due to valid reasons, arrangements will be made in accordance with the established mechanism. On the other hand, some students may leave earlier for various reasons, such as having secured a post-school placement or deceased. The age range of school leavers in the past 5 school years is from 6 to 24.

I. Staff Establishment of the School Section in the 2018/19 School Year

School Type	Number of Teaching Staff Note 1	Non-teaching Staff	
		Number of Specialist Staff Note 2	Number of Non-specialist Staff Note 3
Visual Impairment	43.1	20.5	29
Hearing Impairment	26	9.5	19
Physical Disability	227.9	162.5	296
Mild Intellectual Disability Note 4	598	171.5	243.5
Moderate Intellectual Disability Note 4 & 5	552.7	164	294
Severe Intellectual Disability Note 5	208.6	127.5	283
School for Social Development	191.4	26.5	89
Hospital School	64.4	Not Applicable Note 6	28

Notes:

1. Teaching staff establishment excludes teachers employed with other grants (e.g. resource teacher for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teacher for Home-bound Teaching Programme in the Hospital School).
2. Specialist staff establishment includes school social worker, speech therapist, physiotherapist, occupational therapist, occupational therapy assistant, educational psychologist, brailling staff and nurse.
3. Non-specialist staff establishment includes clerical staff, laboratory technician, workshop attendant, janitor staff, motor/special driver, teacher assistant and artisan.
4. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
5. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.
6. The Hospital School operates classes at 18 hospitals. Specialist services for its students are provided by the respective hospitals.

II. Staff Establishment of the Boarding Section in the 2018/19 School Year

School Type	Number of Specialist Staff [Note1]	Number of Non-specialist Staff [Note2]
Visual Impairment	38	26.8
Hearing Impairment	5	7.4
Physical Disability	143	75.7
Moderate Intellectual Disability	115 [Note3]	72 [Note3]
Severe Intellectual Disability	198	121.5

Notes:

1. Specialist staff establishment includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse.
2. Non-specialist staff establishment includes clerical assistant, janitor staff, cook and watchman.
3. The figures include relevant staff in 1 school for children with severe intellectual disability which has been involved in providing boarding service for children with moderate intellectual disability on a pilot basis since the 2017/18 school year.

I. Salary Scale of Teaching Staff in the 2018/19 School Year

Post	Salary Scale
Certificated Master/Mistress	$28,725 – $46,420
Assistant Master/Mistress	$48,540 – $58,345
Senior Assistant Master/Mistress	$61,060 – $70,090
Assistant Primary School Master/Mistress	$30,165 – $58,345
Primary School Master/Mistress	$61,060 – $70,090
Senior Primary School Master/Mistress	$70,590 – $71,520
Graduate Master/Mistress	$30,165 – $70,090
Senior Graduate Master/Mistress	$70,590 – $85,770
Principal Graduate Master/Mistress	$81,975 – $93,315
Principal II	$89,460 – $105,175
Principal I	$112,250 – $129,325

II. Salary Scale of Specialist Staff in the 2018/19 School Year

Post		Salary Scale
Educational Psychologist II		$44,325 – $70,090
Educational Psychologist I		$70,590 – $105,175
Occupational Therapist Assistant		$19,030 – $30,165
Occupational Therapist II		$28,725 – $46,420
Occupational Therapist I		$48,540 – $70,590
Senior Occupational Therapist		$70,590 – $85,770
Physiotherapist II		$28,725 – $46,420
Physiotherapist I		$48,540 – $70,590
Senior Physiotherapist		$70,590 – $85,770
Speech Therapist		$31,685 – $70,090
Special School Social Worker	Assistant Social Work Officer	$31,685 – $70,090
	Senior Social Work Assistant	$44,325 – $58,345
Registered Nurse		$30,165 – $48,540
Brailling Staff		$17,855 – $30,165
Warden	Assistant Social Work Officer	$31,685 – $70,090
	Senior Social Work Assistant	$44,325 – $58,345
	Chief Social Work Assistant	$61,060 – $70,090
Assistant Warden	Social Work Assistant	$21,585 – $42,330
	Senior Social Work Assistant	$44,325 – $58,345
Houseparent		$21,585 – $42,330
Houseparent-in-charge		$21,585 – $42,330[Note]
Programme worker		$21,585 – $42,330

Note:

A responsibility allowance will be payable to houseparents-in-charge at the rate of two increments (ranging from $2,685 to $4,090) above their substantive pay.

II. Salary Scale of Non-specialist Staff in the 2018/19 School Year

Post	Salary Scale
Laboratory Technician III	$14,185 – $16,095
Laboratory Technician II	$20,270 – $40,420
Laboratory Technician I	$42,330 – $55,705
Workshop Attendant	$13,885 – $16,975
Artisan	$16,790 – $20,270
Motor Driver	$16,790 – $20,270
Special Driver	$20,270 – $22,865
Teacher Assistant	$13,040 – $15,365
Watchman	$13,885 – $16,975
Cook	$16,790 – $20,270
Clerical Assistant	$13,045 – $22,865 #
Assistant Clerical Officer	$14,780 – $30,165 #
Janitor Staff	$13,040 – $15,365 #

Aided special schools are provided with an Administration Grant (AG) or Revised Administration Grant (RAG) for employing clerical and janitor staff, or contracting out clerical or janitor service to meet their specific needs. The schools concerned will be provided with a lump sum equivalent to the salary of the clerical (solely for RAG) and janitor staff posts. The salary scale of these posts in the above table is meant for schools' calculation of grant/reference.

I. Average Unit Cost per School Place in the 2018/19 School Year

School Type	Average Unit Cost per School Place
Visual Impairment	$397,500
Hearing Impairment	$395,500
Physical Disability	$360,000
Mild Intellectual Disability	$211,500
Moderate Intellectual Disability	$304,500
Severe Intellectual Disability	$389,000
School for Social Development	$220,000
Hospital School	$211,000

II. Average Unit Cost per Boarding Place in the 2018/19 School Year

School Type	Average Unit Cost per Boarding Place
Visual Impairment	$194,000
Hearing Impairment [Note]	Not Applicable
Physical Disability	$319,500
Moderate Intellectual Disability	$273,000
Severe Intellectual Disability	$350,500

Note:

The boarding section of the school for children with hearing impairment has just commenced operation starting from the 2018/19 school year and provides a few boarding places. Calculation of average unit cost per boarding place is not applicable.

I. Number of Students, New Students and Leavers of Schools for Children with Severe Intellectual Disability (SID) from the 2013/14 to 2017/18 School Years

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Number of Students Note1	704	691	679	687	699
Number of New Students Note2&4	65	59	70	73	78
Number of School Leavers Note3&4	76	79	62	73	64

Notes:

1. Figures show the position as at September of the respective school years.
2. Only first admission to a school for children with SID is counted.
3. Only last attendance at a school for children with SID is counted.
4. Excluding students transferred between schools for children with SID.

II. Number of Students of Schools for Children with SID Admitted To and Waiting for Admission to Adult Services from the 2013/14 to 2017/18 School Years

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Admission	38	49	37	28	23
Wait-listing	12	10	6	15	17

Notes:

1. Adult services include day activity centres, sheltered workshop cum hostels, supported hostels, etc.
2. The information was collected from special schools in July and August of the respective school years. As such, the above figures may not reflect the actual situation of the post-school arrangements of the school leavers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6952)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list, by the disability category of special schools, the unit cost (including the school section and the boarding section) per student per year.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1489)

Reply:

The average unit costs per school place and per boarding place for each type of special schools in the 2018/19 school year are as follows:

School Type	Average Unit Cost per School Place	Average Unit Cost per Boarding Place
School for Children with Visual Impairment	$397,500	$194,000
School for Children with Hearing Impairment	$395,500	Not Applicable [Note 1]
School for Children with Physical Disability	$360,000	$319,500
School for Children with Mild Intellectual Disability	$211,500	Not Applicable [Note 2]
School for Children with Moderate Intellectual Disability	$304,500	$273,000
School for Children with Severe Intellectual Disability	$389,000	$350,500
School for Social Development	$220,000	Not Applicable [Note 3]
Hospital School	$211,000	Not Applicable [Note 4]

Notes:

(1) The boarding section of the school for children with hearing impairment has just commenced operation starting from the 2018/19 school year and provides only a few boarding places. Calculation of average unit cost per boarding place is not applicable.

(2) Schools for children with mild intellectual disability do not provide boarding service.

(3) Residential home services provided in schools for social development are subvented by the Social Welfare Department.

(4) Hospital School only provides educational services to hospitalised students and does not provide boarding services.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6953)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2012/13 school year, the Education Bureau has, in addition to the Student Guidance Service Grant (SGS Grant), provided each public sector primary school with an additional grant according to its number of classes. The additional grant is equivalent to $15,000 per class per year. In this connection, would the Government advise this Committee of the following:

1. the total amount of SGS Grant provided per year since the 2012/13 school year;

2. the total amount of additional grant provided per year since the 2012/13 school year;

3. the total amount of unspent grant of the public sector primary schools receiving SGS Grant in each of the school years since 2012/13.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1490)

Reply:

The total amount of the Student Guidance Service Grant (SGS Grant) and the Top-up Student Guidance Service Grant (Top-up Grant) for the past 5 school years (i.e. from the 2014/15 to 2018/19 school years) is tabulated as follows:

	2014/15 School Year ($ million)	2015/16 School Year ($ million)	2016/17 School Year ($ million)	2017/18 School Year ($ million)	2018/19 School Year ($ million) (Estimated Expenditure)
SGS Grant	146.3	157.3	168.3	181.4	65.0
Top-up Grant	65.4	68.3	71.3	72.9	104.4
Total	211.7	225.6	239.6	254.3	169.4

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" policy according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service (CSGS) to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. Under the new funding mode, schools may, having regard to their own circumstances, create a regular Assistant Social Work Officer (ASWO) post to increase stability or receive an equivalent subsidy to employ a school-based registered graduate social worker or hire service of a school-based registered graduate social worker from a social work service provider. Schools are also provided with the Consultation Service Grant to procure consultation, supervision or other support services for school social workers to ensure service quality. Besides, the existing arrangements for the Top-up Grant is enhanced so that all public sector primary schools have more resources to enhance school social work and guidance services. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode. The estimated total expenditure on student guidance service under the old funding mode and the new funding mode is $436 million.

The total amount of unspent SGS Grant (including the Top-up Grant) of public sector primary schools for the 2014/15, 2015/16 and 2016/17 school years is $17.7 million, $14.8 million and $15.8 million respectively. Relevant information of the 2017/18 school year is not available as the audited accounts for the school year is not yet due.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6954)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What was the respective numbers of government and subsidised primary schools in each of the past 5 school years by number of classes?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1492)

Reply:

The respective numbers of government and aided primary schools by number of operating classes in the past 5 school years are detailed at the Appendix.

Appendix

Number of Government and Aided Primary Schools by Number of Operating Classes from the 2014/15 to 2018/19 School Years

No. of Operating Classes	No. of Schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
5 or below	0	0	0	2	0	0	0	1	0	2
6	0	12	1	13	1	14	1	11	0	10
7	1	3	0	1	0	3	0	2	1	2
8	0	6	0	2	0	0	0	0	0	1
9	0	6	0	5	0	3	0	2	0	2
10	0	7	0	4	0	2	0	1	0	1
11	0	6	0	9	0	4	0	3	0	2
12	2	31	2	30	2	29	2	28	2	23
13	0	14	0	9	0	8	0	7	0	9
14	0	12	0	5	0	6	0	3	0	4
15	2	8	1	12	0	7	0	6	0	2
16	0	7	1	7	1	8	0	1	0	2
17	0	6	0	6	1	7	0	6	0	3
18	1	23	0	28	0	29	2	29	1	28
19	0	7	0	4	0	7	0	12	0	4
20	4	7	2	6	2	4	1	6	2	8
21	0	6	2	8	0	6	1	2	0	8
22	1	5	1	8	2	7	0	5	1	5
23	0	10	0	7	1	4	2	8	0	5
24	7	92	6	96	6	101	7	100	9	101
25	1	23	3	23	1	27	0	29	0	32

Appendix (Cont'd)

No. of Operating Classes	No. of Schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
26	1	9	0	10	0	12	1	16	1	17
27	0	9	0	10	1	10	0	9	0	12
28	0	8	0	7	1	6	1	6	0	9
29	2	2	3	7	2	6	1	7	2	6
30	9	80	11	81	12	86	13	90	12	87
31	1	6	1	6	1	10	2	9	3	11
32	0	2	0	2	0	2	0	6	0	8
33	0	0	0	0	0	0	0	2	0	4
34	0	0	0	1	0	0	0	0	0	1
35	0	0	0	0	0	0	0	0	0	0
36	0	10	0	11	0	12	0	11	0	11
37 or above	1	2	0	1	0	1	0	3	0	3
Total	**33**	**419**	**34**	**421**	**34**	**421**	**34**	**421**	**34**	**423**

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

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6955)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of different type of cases under the Comprehensive Student Guidance Service in primary schools for the past 5 school years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1493)

Reply:

Based on the annual data collected through an online system from student guidance personnel of public sector primary schools, the respective number of student cases under the Comprehensive Student Guidance Service by case category for the past 5 years (i.e. from the 2013/14 to the 2017/18 school years) are summarised as follows:

Case Category	School Year				
	2013/14	2014/15	2015/16	2016/17	2017/18
Conduct Problems	1 349	1 306	1 254	1 277	1 256
Emotional/Psychological Problems	2 523	2 743	2 945	3 190	3 353
Family/Environmental Problems	1 945	1 976	1 940	1 941	2 089
Health/Physical Problems	124	103	92	94	87
Learning Problems	1 394	1 210	1 071	1 025	985
Social/Developmental Problems	465	460	426	407	481
Total	7 800	7 798	7 728	7 934	8 251

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6956)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What were the numbers of government and aided primary schools provided with Student Guidance Officers, Student Guidance Teachers and the Student Guidance Service Grant in each of the past 5 school years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1494)

Reply:

The number of public sector primary schools provided with Student Guidance Officers, Student Guidance Teachers and the Student Guidance Service Grant in the past 5 school years (i.e. 2014/15 to 2018/19) are as follows:

Number of Public Sector Primary Schools Provided with	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
Student Guidance Officers	13	12	10	7	6
Student Guidance Teachers	127	125	121	119	113
Student Guidance Service Grant	312	317	323	328	114

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6957)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the up-to-the-minute information on the respective numbers of schools that can and cannot meet the requirements on barrier-free access set out by the Buildings Department, as well as a breakdown of the number of barrier-free facilities.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1495)

Reply:

All of the public sector special schools are provided with barrier-free access, except two schools for social development because of site constraints and hence the provision is technically infeasible (with one of them to be reprovisioned to a newly constructed school premises in the 2019/20 school year). In the 2018/19 school year, there are a total of 929 ordinary public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong. Among them, 236 schools constructed after 1997 are in compliance with the relevant prevailing requirements promulgated by the Buildings Department on barrier-free access to facilitate access to school buildings and facilities by persons with disabilities. For those built before 1997, subject to technical feasibility, the Education Bureau (EDB) has, through the second and subsequent phases of the School Improvement Programme, installed barrier-free facilities such as lifts, accessible toilets and ramps, etc., in their premises.

When major alteration or improvement works are carried out in schools, the EDB will also take the opportunity to install in their premises the barrier-free facilities needed as far as possible and in accordance with the latest requirements on barrier free access and other established criteria. Furthermore, schools may apply to carry out repairs and improvement works on their school facilities according to their needs in the context of annual major repairs (MR) exercise, including the provision of barrier-free facilities. In the process, the EDB will give consideration to technical feasibility, urgency for such facilities as compared with other applications, availability of alternative measures, and availability of funding.

For instance, the EDB progressively took over MR projects for aided schools in April 2010, and has so far approved a total of 46 lift installation applications through the annual MR mechanism.

To expedite the lift installation works for schools without such provision, the Government has made a provision of $2 billion and formed a dedicated team to centrally handle the lift installation works for these schools. The EDB sent a letter to all aided and DSS schools on 1 March 2018 explaining the objective of the programme and inviting applications from schools which have no lift and have yet to make any installation request to return the reply slip. Schools which have already submitted applications through the annual MR mechanism do not need to apply again. The EDB has consolidated the information collected and conducted preliminary analysis, as well as arranged visits to the schools to ascertain their circumstances. Meanwhile, the newly appointed consultants of the EDB assumed duty as scheduled in March 2019 and have started to arrange dedicated staff to conduct preliminary technical feasibility assessments for those aided schools confirmed with lift installation needs. It is expected that the assessments will be completed by the end of 2019. The lift installation timetable will be formulated based on the results of the technical feasibility assessments and the actual circumstances of individual schools for execution.

Besides, to help schools cater for students with special educational needs, the EDB has been providing additional resources to schools, including the application for Top-up Fund for procuring special furniture and assistive equipment or carrying out minor conversion works such as construction of ramps, procurement of stair climbers, conversion of toilets, or provision of tailor-made desks and chairs) for students with physical disability to facilitate their mobility and learning within the school premises.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6958)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of students with special educational needs identified and referred by using the "Observation Checklist for Teachers" and "The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students" in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1496)

Reply:

Under the Early Identification and Intervention Programme for Primary One (P1) Students with Learning Difficulties (EII Programme), teachers complete the Observation Checklist for Teachers and The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students to identify P1 students with learning difficulties and arrange early intervention for them. The progress of these students will be monitored by schools. Those students whose difficulties are severe or persistent despite intervention will be referred to specialists for assessment. The number of students identified to have marked difficulties via the EII Programme and referred for diagnostic assessment from the 2013/14 to 2017/18 school years was about 3 800, 3 800, 3 800, 4 200 and 4 500 respectively. We note that the increasing trend is related to the increased number of P1 students in public sector primary schools in recent years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6959)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information regarding the Vocational Training Council in the past 5 years:

1. the expenditure, enrolment, training hours, graduation rate and the industries concerned of the Vocational Development Programmes and Youth College;

2. the number of students with special educational needs (SEN) by institution, programme, type of disability/SEN;

3. the expenditure on supporting students with SEN by type of support required.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1497)

Reply:

1. The Youth College (YC) of the Vocational Training Council (VTC) provides a variety of vocational and professional education and training (VPET) programmes, including Diploma of Vocational Education (DVE) and Diploma of Foundation Studies (DFS) programmes, for post-secondary 3 graduates. These programmes help students build a solid foundation for further studies and employment. The training hours vary depending on the type of programme enrolled. For example, the DVE programmes adopt a curriculum structure made up of credit-based modules with multiple entry and multiple exit points. It allows flexible exit at intermediate stages with the award of Certificate of Vocational Education or continuance of studies to obtain the final award of DVE. Students who have completed Secondary 3 normally take 3 to 4 years to obtain the DVE award. Most YC students who are enrolled in the DVE and DFS programmes would normally attend a full-time course of 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 alone is not available.

The number and the graduation rate of students attending full-time and part-time VPET programmes in the 8 campuses of the YC in the recent 5 AYs are as follows:

AY	Number of students at all levels	Graduation rate*
2014/15	10 499	78%
2015/16	11 191	75%
2016/17	12 070	71%
2017/18	11 632	71%
2018/19 (provisional)	11 194	Not available yet as students will graduate in August 2019

* Number of graduating students is taken as a percentage of the number of final year students who have obtained an award.

The Vocational Development Programme (VDP) offers courses which target youths aged between 14 and 24. Each course lasts for 300 training hours and is delivered over a three-month period. VDP is funded by the Employees Retraining Board and the Labour and Welfare Bureau. The expenditures incurred from the 2014-15 to 2018-19 financial years are listed as follows:

Financial year	$ Million
2014-15	25
2015-16	21
2016-17	21
2017-18	20
2018-19 (provisional)	21

The number of students and the completion rate of VDP are listed below:

AY	Number of students	Completion rate
2014/15	631	73%
2015/16	560	74%
2016/17	510	76%
2017/18	517	83%
2018/19	Staggered intakes over the AY; admission is still in progress	

YC's programmes and VDP courses cover various disciplines/fields, including beauty care and hairdressing, design, engineering, catering, sports coaching, and information technology.

2. The number of students with special educational needs (SEN) studying in member institutions of the VTC from the 2014/15 to 2018/19 AY is as follows:

2014/15 AY

Member Institution	Programme	No. of students[(Note)]	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	3	- Specific Learning Difficulties - Autism Spectrum Disorders - Hearing Impairment
School for Higher and Professional Education	Undergraduate	17	- Specific Learning Difficulties - Autism Spectrum Disorders - Physical Disability - Hearing Impairment - Others
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute	Higher diploma	283	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
	Diploma of Foundation Studies/Diploma of Vocational Education/Diploma Yi Jin/ Craft Certificate	138	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Youth College	Diploma of Foundation Studies/Diploma of Vocational Education/ Craft Certificate	478	- Specific Learning Difficulties - Intellectual Disability - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Hospitality Industry Training and Development Centre/ Chinese Culinary Institute/ International Culinary Institute	Higher diploma	1	- Specific Learning Difficulties
	Diploma/Certificate	35	- Specific Learning Difficulties - Intellectual Disability - Autism Spectrum Disorders - Physical Disability - Hearing Impairment - Others
Total no. of students		**955**	

2015/16 AY

Member Institution	Programme	No. of students[(Note)]	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	5	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder
School for Higher and Professional Education	Undergraduate	9	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Hearing Impairment - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	Higher diploma	350	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
	Diploma of Foundation Studies/Diploma of Vocational Education/Diploma Yi Jin	137	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Youth College	Diploma of Foundation Studies/Diploma of Vocational Education	561	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Hotel and Tourism Institute/ Chinese Culinary Institute/ International Culinary Institute	Diploma/Certificate	25	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Hearing Impairment - Speech and Language Impairment - Others
Total no. of students		**1,087**	

2016/17 AY

Member Institution	Programme	No. of students[(Note)]	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	18	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Hearing Impairment - Speech and Language Impairment - Others
School for Higher and Professional Education	Undergraduate	12	- Specific Learning Difficulties - Autism Spectrum Disorders - Physical Disability - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	Higher diploma	435	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
	Diploma of Foundation Studies/Diploma of Vocational Education/Diploma Yi Jin	137	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Youth College	Diploma of Foundation Studies/Diploma of Vocational Education/ Craft Certificate	639	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Hotel and Tourism Institute/ Chinese Culinary Institute/ International Culinary Institute	Higher diploma	3	- Specific Learning Difficulties
	Diploma/Certificate	74	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Hearing Impairment - Speech and Language Impairment - Others
Total no. of students		**1,318**	

2017/18 AY

Member Institution	Programme	No. of students[(Note)]	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	19	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Hearing Impairment - Speech and Language Impairment - Others
School for Higher and Professional Education	Undergraduate	8	- Autism Spectrum Disorders - Physical Disability - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	Higher diploma	509	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
	Diploma of Foundation Studies/Diploma of Vocational Education/Diploma Yi Jin	173	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactivity Disorder - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Youth College	Diploma of Foundation Studies/Diploma of Vocational Education/ Craft Certificate	723	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Hotel and Tourism Institute/ Chinese Culinary Institute/ International Culinary Institute	Higher diploma	7	- Specific Learning Difficulties - Autism Spectrum Disorders - Hearing Impairment
	Diploma/Certificate	66	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Total no. of students		**1,505**	

2018/19 AY (provisional)

Member Institution	Programme	No. of students[(Note)]	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	32	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Physical Disability - Hearing Impairment - Speech and Language Impairment - Others
School for Higher and Professional Education	Undergraduate	14	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Hearing Impairment - Speech and Language Impairment
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	Higher diploma	611	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
	Diploma of Foundation Studies/Diploma of Vocational Education	237	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others
Youth College	Diploma of Foundation Studies/Diploma of Vocational Education/ Craft Certificate	807	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Visual Impairment - Hearing Impairment - Speech and Language Impairment - Others

Member Institution	Programme	No. of students[(Note)]	Type of SEN
Hotel and Tourism Institute/ Chinese Culinary Institute/ International Culinary Institute	Diploma/Certificate	95	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability - Physical Disability - Hearing Impairment - Speech and Language Impairment - Others
Total no. of students		**1,796**	

Note: The figures include students in subvented and self-financed programmes offered by the VTC.

3. In the financial years from 2013-14 to 2018-19, a recurrent funding of $12 million per year was allocated to the VTC to enhance the support services for students with SEN. Starting from the 2019-20 financial year, the recurrent funding will be increased to $21.6 million per year which includes the provision for emotional counselling services for students in need.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6960)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide, on a territory basis, the respective total number of students with special educational needs (SEN) proceeding to sub-degree programmes, UGC-funded undergraduate programmes, self-financing undergraduate programmes, postgraduate programmes and overseas post-secondary programmes in the last 5 academic years, with a breakdown by 9 major types of SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1498)

Reply:

Based on the information provided by post-secondary institutions, the number of students with SEN pursuing University Grants Committee (UGC)-funded and non-UGC-funded full-time locally-accredited programmes from the 2014/15 to 2018/19 academic years is set out at **Appendix A** and **Appendix B** respectively. We do not have information on the number of students with SEN receiving post-secondary education outside Hong Kong in the past 5 years.

Appendix A

Number of students with SEN
pursuing UGC-funded full-time locally-accredited programmes
from the 2014/15 to 2018/19 academic years
by type of disabilities and level of study (Note 1)

(Headcount)

2014/15 Academic Year	Sub-degree Programme	Undergraduate Programme	Taught Postgraduate Programme	Research Postgraduate Programme
Specific Learning Difficulties	-	23	Not available(Note 3)	
Autism Spectrum Disorders	-	8		
Attention Deficit / Hyperactivity	-	10		
Physical Disability	2	41		
Visual Impairment	-	36		
Hearing Impairment	1	82		
Speech and Language Impairment	-	5		
Mental Illness	-	27		
Others(Note 2)	7	72		
Total	10	304		

2015/16 Academic Year	Sub-degree Programme	Undergraduate Programme	Taught Postgraduate Programme	Research Postgraduate Programme
Specific Learning Difficulties	-	19	2	-
Autism Spectrum Disorders	-	13	-	1
Attention Deficit / Hyperactivity	-	13	1	-
Physical Disability	2	43	1	3
Visual Impairment	-	38	3	5
Hearing Impairment	1	85	-	4
Speech and Language Impairment	-	5	-	1
Mental Illness	-	40	-	2
Others(Note 2)	6	83	1	1
Total	9	339	8	17

2016/17 Academic Year	Sub-degree Programme	Undergraduate Programme	Taught Postgraduate Programme	Research Postgraduate Programme
Specific Learning Difficulties	1	30	1	2
Autism Spectrum Disorders	-	18	-	2
Attention Deficit / Hyperactivity	1	19	-	-
Physical Disability	-	48	2	3
Visual Impairment	-	32	1	4
Hearing Impairment	2	83	-	3
Speech and Language Impairment	-	8	-	2
Mental Illness	1	39	-	4
Others(Note 2)	8	90	1	1
Total	13	367	5	21

2017/18 Academic Year	Sub-degree Programme	Undergraduate Programme	Taught Postgraduate Programme	Research Postgraduate Programme
Specific Learning Difficulties	2	39	-	5
Autism Spectrum Disorders	-	29	-	2
Attention Deficit / Hyperactivity	-	40	-	-
Physical Disability	1	50	3	5
Visual Impairment	-	37	-	4
Hearing Impairment	1	86	-	6
Speech and Language Impairment	-	12	-	1
Mental Illness	1	47	1	1
Others(Note 2)	11	120	1	3
Total	16	460	5	27

2018/19 Academic Year (Provisional Figures)	Sub-degree Programme	Undergraduate Programme	Taught Postgraduate Programme	Research Postgraduate Programme
Specific Learning Difficulties	1	42	1	3
Autism Spectrum Disorders	1	42	-	2
Attention Deficit / Hyperactivity	-	61	-	2
Physical Disability	1	42	1	10
Visual Impairment	-	35	-	5
Hearing Impairment	-	89	-	6
Speech and Language Impairment	-	16	-	-
Mental Illness	2	62	-	3
Others(Note 2)	13	172	1	6
Total	18	561	3	37

Notes:

1. The above figures are provided by UGC-funded universities.
2. Including multiple types of disabilities. The classification of SEN types varies across institutions, and the declaration of SEN is up to the individual choice of the students concerned.
3. Collection of enrolment data on students with SEN pursuing taught postgraduate programmes and research postgraduate programmes only started in the 2015/16 academic year. Therefore, we are unable to provide relevant figures for the 2014/15 academic year.
4. "-" denotes "nil".

Appendix B

Number of students with SEN pursuing non-UGC-funded full-time locally-accredited programmes from the 2014/15 to 2018/19 academic years by type of disabilities and level of study (Note 1)

(Headcount)

2014/15 Academic Year	Sub-degree Programme	Undergraduate Programme
Specific Learning Difficulties	121	13
Autism Spectrum Disorders	40	7
Attention Deficit / Hyperactivity	33	9
Physical Disability	61	18
Visual Impairment	28	17
Hearing Impairment	64	37
Speech and Language Impairment	16	6
Mental Illness(Note 2)	Not available	Not available
Others(Note 3)	91	47
Total	454	154

2015/16 Academic Year	Sub-degree Programme	Undergraduate Programme
Specific Learning Difficulties	154	25
Autism Spectrum Disorders	51	9
Attention Deficit / Hyperactivity	52	24
Physical Disability	52	13
Visual Impairment	40	14
Hearing Impairment	64	27
Speech and Language Impairment	25	6
Mental Illness(Note 2)	Not available	Not available
Others(Note 3)	100	42
Total	538	160

2016/17 Academic Year	Sub-degree Programme	Undergraduate Programme
Specific Learning Difficulties	228	32
Autism Spectrum Disorders	74	10
Attention Deficit / Hyperactivity	80	27
Physical Disability	47	11
Visual Impairment	31	20
Hearing Impairment	57	27
Speech and Language Impairment	44	4
Mental Illness(Note 2)	Not available	Not available
Others(Note 3)	108	58
Total	669	189

2017/18 Academic Year	Sub-degree Programme	Undergraduate Programme
Specific Learning Difficulties	302	33
Autism Spectrum Disorders	88	15
Attention Deficit / Hyperactivity	110	35
Physical Disability	46	21
Visual Impairment	28	18
Hearing Impairment	80	32
Speech and Language Impairment	39	13
Mental Illness(Note 2)	Not available	Not available
Others(Note 3)	159	70
Total	852	237

2018/19 Academic Year (Provisional Figures)	Sub-degree Programme	Undergraduate Programme
Specific Learning Difficulties	364	61
Autism Spectrum Disorders	110	24
Attention Deficit / Hyperactivity	155	66
Physical Disability	41	24
Visual Impairment	23	21
Hearing Impairment	85	30
Speech and Language Impairment	35	19
Mental Illness(Note 2)	132	46
Others(Note 3)	78	39
Total	1023	330

Notes:

1. The number of students with SEN is based on the information as declared by students of individual institutions offering non-UGC-funded full-time locally-accredited programmes above sub-degree level. We do not have information on the number of students with SEN pursuing taught postgraduate programmes.
2. Students identified as having "Mental Illness" (if any) were covered under the category "Others" by the institution(s) concerned in the 2017/18 academic year or before.
3. Including multiple types of disabilities. Classification of SEN types varies from institution to institution. The classification of SEN types varies across institutions, and the declaration of SEN is up to the individual choice of the students concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6961)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:
1. The number 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 number 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 (LegCo internal reference no.: 1499)

Reply:

1. and 2.

Starting from the 2007/08 school year, the Education Bureau has been providing structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses) targeted for serving teachers in primary and secondary schools. The number of primary and secondary school teachers who attended the BAT Courses from the 2013/14 to 2017/18 school years is set out at the Appendix. Figures for the 2018/19 school year are not yet available.

Since the BAT Courses aim at equipping teachers, regardless of which subject(s) they teach, with the expertise in supporting students with SEN, we do not have the number of language teachers who have attended the BAT Courses or their percentage share in the total number of language teachers.

Appendix

Number of teachers who attended the Basic, Advanced and Thematic Courses from the 2013/14 to 2017/18 school years

Course	Teacher	School Year				
		2013/14	**2014/15**	**2015/16**	**2016/17**	**2017/18**
Basic	Primary	232	230	229	269	303
	Secondary	412	360	418	521	480
Advanced	Primary	103	83	116	135	166
	Secondary	169	101	169	231	165
Thematic	Primary	226	167	208	217	232
	Secondary	338	347	286	298	315

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6964)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the past 5 years:

1. the number of kindergartens (KGs) (whole-day (WD) KGs and half-day (HD) KGs), primary schools, secondary schools and special schools by sector (government, aided, Direct Subsidy Scheme (DSS), private international and private non-international) and district;

2. the number of students in KGs (WD KGs and HD KGs), primary schools, secondary schools and special schools by sector (government, aided, DSS, private international and private non-international); and

3. the number of students in KGs (WD KGs and HD KGs), primary schools (government, aided, DSS, private international and private non-international), secondary schools (government, aided, DSS, private international and private non-international) and special schools by students' district of residence, school district, sex, grade and type of special education needs,.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3500)

Reply:

The number of kindergartens (KGs), primary schools and secondary schools by district and type/sector from the 2014/15 to 2018/19 school years is set out at Appendix 1; the respective number of students in KGs, primary schools and secondary schools by district and type/sector is set out at Appendix 2; the respective number of students in KGs, primary schools and secondary schools by sex and type/sector is set out at Appendix 3; and the respective number of students in KGs, primary schools and secondary schools by grade and type/sector is set out at Appendix 4.

The Education Bureau (EDB) does not collect information on the district of residence of KG students, nor is there readily available information on the district of residence for all sectors of primary and secondary school students.

The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by grade and by SEN type from the 2014/15 to 2018/19 school years is set out at Appendix 5. The number of students with SEN studying in the English Schools Foundation (ESF) schools, other private international schools and private independent schools from the 2014/15 to 2018/19 school years is set out at Appendix 6. The figures are collected in the annual Student Enrolment Survey conducted by the EDB and refer to the position as at September of the respective school years. However, as some schools did not provide the relevant information in the survey, the data may not reflect the actual number of students. Besides, since these schools have their own mechanisms of classifying students with SEN which may not be comparable with those adopted in public sector schools, provision of breakdown by SEN type may be misleading. Since schools are not required to provide information on all students with SEN with breakdown by other categories, we are not able to provide the relevant figures. In addition, as support services for children with special needs at pre-primary level are provided by the Social Welfare Department (SWD), the EDB does not maintain data on students with special needs at various kindergarten levels. We do not collect relevant figures from Direct Subsidy Scheme schools and other private primary and secondary schools.

The number of special schools by school type from the 2014/15 to 2018/19 school years is set out at Appendix 7; and the number of students in special schools by school type is set out at Appendix 8. Since the number of students who need to be admitted to special schools is relatively small, the planning and provision of special school places are not on a district basis. As such, providing corresponding figures by district is not meaningful. In addition, it is a common practice for special schools to adopt flexible groupings across grades and devise individual education plan to cater for the special educational needs of individual students. Therefore, presenting the number of students by grade and sex cannot reflect the actual operation in special schools.

Number of Kindergartens by District and Type from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	17	10	12	39
Wan Chai	15	8	5	28
Eastern	27	16	40	83
Southern	21	8	13	42
Yau Tsim Mong	13	15	10	38
Sham Shui Po	8	13	23	44
Kowloon City	43	19	32	94
Wong Tai Sin	6	16	26	48
Kwun Tong	15	27	31	73
Sai Kung	15	11	33	59
Sha Tin	20	21	35	76
Tai Po	5	8	22	35
North	13	10	24	47
Yuen Long	17	17	37	71
Tuen Mun	6	19	39	64
Tsuen Wan	16	9	15	40
Kwai Tsing	12	16	35	63
Islands	13	4	17	34
All Districts	282	247	449	978

2015/16 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	20	10	11	41
Wan Chai	17	8	4	29
Eastern	28	16	40	84
Southern	21	9	13	43
Yau Tsim Mong	13	15	11	39
Sham Shui Po	11	14	22	47
Kowloon City	47	19	32	98
Wong Tai Sin	7	16	25	48
Kwun Tong	15	27	31	73
Sai Kung	17	11	33	61
Sha Tin	23	20	34	77
Tai Po	8	10	18	36
North	15	10	22	47
Yuen Long	21	17	36	74
Tuen Mun	8	19	39	66
Tsuen Wan	17	9	15	41
Kwai Tsing	12	16	34	62
Islands	11	4	19	34
All Districts	311	250	439	1 000

2016/17 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	21	10	12	43
Wan Chai	20	8	5	33
Eastern	25	15	43	83
Southern	22	8	12	42
Yau Tsim Mong	13	15	10	38
Sham Shui Po	13	14	22	49
Kowloon City	49	20	29	98
Wong Tai Sin	7	16	25	48
Kwun Tong	17	26	32	75
Sai Kung	17	11	32	60
Sha Tin	24	20	34	78
Tai Po	9	9	20	38
North	15	10	23	48
Yuen Long	18	17	39	74
Tuen Mun	7	19	41	67
Tsuen Wan	18	9	14	41
Kwai Tsing	14	16	32	62
Islands	13	4	20	37
All Districts	322	247	445	1 014

2017/18 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	25	11	11	47
Wan Chai	20	9	4	33
Eastern	27	17	38	82
Southern	22	9	11	42
Yau Tsim Mong	16	15	10	41
Sham Shui Po	14	14	23	51
Kowloon City	51	19	31	101
Wong Tai Sin	7	18	23	48
Kwun Tong	18	26	32	76
Sai Kung	18	12	31	61
Sha Tin	25	22	34	81
Tai Po	9	9	19	37
North	8	10	30	48
Yuen Long	23	18	37	78
Tuen Mun	7	19	40	66
Tsuen Wan	19	9	13	41
Kwai Tsing	14	16	32	62
Islands	11	5	19	35
All Districts	334	258	438	1 030

2018/19 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	25	10	12	47
Wan Chai	18	9	4	31
Eastern	28	15	40	83
Southern	18	8	14	40
Yau Tsim Mong	17	15	9	41
Sham Shui Po	14	14	23	51
Kowloon City	51	22	28	101
Wong Tai Sin	7	18	23	48
Kwun Tong	16	27	33	76
Sai Kung	20	13	31	64
Sha Tin	24	22	35	81
Tai Po	9	9	19	37
North	7	10	31	48
Yuen Long	23	18	37	78
Tuen Mun	9	19	40	68
Tsuen Wan	18	10	13	41
Kwai Tsing	13	16	34	63
Islands	11	6	18	35
All Districts	328	261	444	1 033

Notes: (1) Figures do not include special child care centres registered under the Social Welfare Department.

(2) Figures include kindergarten-cum-child care centres.

Number of Primary Schools by District and Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	14	0	5	6	27
Wan Chai	3	12	0	5	4	24
Eastern	4	22	2	2	7	37
Southern	2	9	2	3	6	22
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	2	36
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	4	2	22
All Districts	34	418	21	53	45	571

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	14	0	5	6	27
Wan Chai	3	12	0	5	4	24
Eastern	4	22	2	2	7	37
Southern	2	9	2	3	6	22
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	9	0	33
Kowloon City	4	27	2	12	8	53
Wong Tai Sin	1	26	0	4	0	31
Kwun Tong	2	32	1	1	2	38
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	43	2	1	1	50
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	4	2	22
All Districts	34	420	21	53	44	572

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	14	0	5	5	26
Wan Chai	4	12	0	5	4	25
Eastern	3	22	2	2	6	35
Southern	2	9	2	3	6	22
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	9	0	33
Kowloon City	4	29	2	12	8	55
Wong Tai Sin	1	24	0	4	0	29
Kwun Tong	2	32	1	1	2	38
Sai Kung	1	21	4	2	2	30
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	1	5	24
North	1	27	0	0	0	28
Yuen Long	3	43	2	2	1	51
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	5	2	23
All Districts	34	420	21	57	43	575

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	14	0	6	5	27
Wan Chai	4	12	0	7	4	27
Eastern	3	22	2	2	6	35
Southern	2	9	2	4	6	23
Yau Tsim Mong	3	17	1	2	0	23
Sham Shui Po	3	18	3	8	1	33
Kowloon City	4	29	2	13	8	56
Wong Tai Sin	1	24	0	4	0	29
Kwun Tong	2	32	1	1	2	38
Sai Kung	1	21	4	2	2	30
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	1	5	24
North	1	27	0	0	0	28
Yuen Long	3	43	2	2	1	51
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	5	2	23
All Districts	34	420	21	62	44	581

2018/19 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	14	0	6	5	27
Wan Chai	4	12	0	6	4	26
Eastern	3	22	2	2	6	35
Southern	2	9	2	4	6	23
Yau Tsim Mong	3	17	1	4	0	25
Sham Shui Po	3	18	3	8	1	33
Kowloon City	4	29	2	13	8	56
Wong Tai Sin	1	24	0	4	0	29
Kwun Tong	2	32	1	2	2	39
Sai Kung	1	21	4	2	3	31
Sha Tin	1	38	2	3	1	45
Tai Po	1	18	0	1	6	26
North	1	27	0	0	0	28
Yuen Long	3	43	2	2	1	51
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	5	2	23
All Districts	34	422	21	64	46	587

Notes: (1) Figures do not include special schools.

(2) International schools include the English Schools Foundation schools.

(3) An international school may offer curriculum at primary and secondary levels concurrently. Therefore, adding the respective numbers at different levels will not give the total number of international schools.

Number of Secondary Schools by District and Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	2	0	3	14
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	2	0	20
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	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	37	0	7	2	1	49
Tai Po	1	17	0	2	0	0	20
North	2	17	0	1	1	1	22
Yuen Long	4	30	0	5	6	0	45
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	31	362	2	61	23	30	509

2015/16 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	2	0	3	14
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	13	0	2	3	5	23
Yau Tsim Mong	2	12	1	3	2	0	20
Sham Shui Po	1	15	1	9	3	2	31
Kowloon City	3	27	0	5	1	4	40
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	7	0	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	36	0	7	2	1	48
Tai Po	1	17	0	2	1	0	21
North	2	17	0	1	0	1	21
Yuen Long	4	30	0	5	5	0	44
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	31	360	2	61	22	30	506

2016/17 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	2	0	3	14
Wan Chai	3	11	0	3	0	2	19
Eastern	4	22	0	4	0	7	37
Southern	0	13	0	2	3	6	24
Yau Tsim Mong	2	12	1	3	2	0	20
Sham Shui Po	1	15	1	9	3	2	31
Kowloon City	3	27	0	5	1	4	40
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	7	0	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	36	0	7	2	1	48
Tai Po	1	17	0	2	0	0	20
North	2	17	0	1	1	1	22
Yuen Long	4	30	0	5	4	0	43
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	31	360	2	61	21	31	506

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	2	0	3	14
Wan Chai	3	11	0	3	0	2	19
Eastern	4	22	0	4	0	7	37
Southern	0	13	0	2	4	6	25
Yau Tsim Mong	2	12	1	3	1	0	19
Sham Shui Po	1	15	1	9	3	3	32
Kowloon City	3	27	0	5	2	4	41
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	7	0	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	36	0	7	2	1	48
Tai Po	1	17	0	2	0	1	21
North	2	17	0	1	0	1	21
Yuen Long	4	30	0	5	3	0	42
Tuen Mun	2	35	0	0	0	1	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	1	14
All Districts	31	359	2	61	20	33	506

2018/19 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	2	0	3	14
Wan Chai	3	11	0	3	0	3	20
Eastern	4	22	0	4	1	6	37
Southern	0	13	0	2	3	6	24
Yau Tsim Mong	2	12	1	3	3	0	21
Sham Shui Po	1	15	1	9	2	3	31
Kowloon City	3	27	0	5	2	4	41
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	6	1	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	36	0	7	2	1	48
Tai Po	1	17	0	2	0	2	22
North	2	17	0	1	0	1	21
Yuen Long	4	30	0	5	1	0	40
Tuen Mun	2	35	0	0	0	1	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	1	14
All Districts	31	359	2	60	20	34	506

Notes: (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.

(2) International schools include the English Schools Foundation schools.

(3) An international school may offer curriculum at primary and secondary levels concurrently. Therefore, adding the respective numbers at different levels will not give the total number of international schools.

Number of Students in Kindergartens by District and Type from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	3 037	804	1 673	5 514
Wan Chai	4 300	859	1 393	6 552
Eastern	3 896	1 221	6 881	11 998
Southern	1 790	684	2 314	4 788
Yau Tsim Mong	2 706	1 481	2 012	6 199
Sham Shui Po	2 661	1 389	4 885	8 935
Kowloon City	15 445	1 973	5 455	22 873
Wong Tai Sin	2 188	1 400	3 737	7 325
Kwun Tong	3 624	2 424	5 853	11 901
Sai Kung	2 455	893	5 149	8 497
Sha Tin	4 752	1 869	6 568	13 189
Tai Po	989	759	4 658	6 406
North	4 167	966	7 430	12 563
Yuen Long	5 493	1 693	9 641	16 827
Tuen Mun	2 203	1 539	8 988	12 730
Tsuen Wan	3 218	983	2 185	6 386
Kwai Tsing	2 810	1 421	5 915	10 146
Islands	1 013	425	2 130	3 568
All Districts	66 747	22 783	86 867	176 397

2015/16 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	3 594	805	1 658	6 057
Wan Chai	4 889	867	935	6 691
Eastern	4 173	1 240	6 944	12 357
Southern	1 821	696	2 303	4 820
Yau Tsim Mong	2 644	1 504	2 321	6 469
Sham Shui Po	2 884	1 508	5 050	9 442
Kowloon City	15 820	1 969	5 814	23 603
Wong Tai Sin	2 243	1 470	3 931	7 644
Kwun Tong	3 717	2 488	6 164	12 369
Sai Kung	2 655	955	5 567	9 177
Sha Tin	5 861	1 901	6 698	14 460
Tai Po	1 462	971	4 432	6 865
North	5 026	955	6 989	12 970
Yuen Long	6 202	1 694	9 856	17 752
Tuen Mun	2 828	1 550	9 012	13 390
Tsuen Wan	3 620	992	2 321	6 933
Kwai Tsing	2 962	1 464	6 347	10 773
Islands	892	427	2 307	3 626
All Districts	73 293	23 456	88 649	185 398

2016/17 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	3 698	804	1 677	6 179
Wan Chai	5 109	870	1 146	7 125
Eastern	3 897	1 165	6 798	11 860
Southern	1 948	712	1 988	4 648
Yau Tsim Mong	2 664	1 493	2 342	6 499
Sham Shui Po	3 144	1 551	5 038	9 733
Kowloon City	16 014	1 984	5 056	23 054
Wong Tai Sin	2 252	1 482	3 874	7 608
Kwun Tong	3 743	2 383	6 238	12 364
Sai Kung	2 942	960	5 253	9 155
Sha Tin	6 068	1 897	6 748	14 713
Tai Po	1 330	884	4 568	6 782
North	4 752	941	6 490	12 183
Yuen Long	5 755	1 709	9 751	17 215
Tuen Mun	2 480	1 591	9 146	13 217
Tsuen Wan	4 188	1 002	2 032	7 222
Kwai Tsing	3 615	1 469	5 479	10 563
Islands	1 167	427	2 318	3 912
All Districts	74 766	23 324	85 942	184 032

2017/18 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	3 748	875	1 669	6 292
Wan Chai	5 091	956	1 085	7 132
Eastern	3 965	1 276	6 390	11 631
Southern	2 063	886	1 804	4 753
Yau Tsim Mong	3 233	1 511	1 921	6 665
Sham Shui Po	3 064	1 609	5 067	9 740
Kowloon City	15 943	1 931	4 920	22 794
Wong Tai Sin	2 181	1 657	3 536	7 374
Kwun Tong	3 925	2 460	5 959	12 344
Sai Kung	3 058	1 040	5 098	9 196
Sha Tin	6 315	2 159	6 577	15 051
Tai Po	1 316	900	4 522	6 738
North	2 663	950	7 047	10 660
Yuen Long	6 440	1 846	8 456	16 742
Tuen Mun	2 417	1 580	8 472	12 469
Tsuen Wan	4 592	1 041	1 640	7 273
Kwai Tsing	3 645	1 531	5 299	10 475
Islands	1 089	510	2 219	3 818
All Districts	74 748	24 718	81 681	181 147

2018/19 School Year

District	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
Central & Western	4 006	809	1 448	6 263
Wan Chai	5 057	940	1 053	7 050
Eastern	3 744	1 098	6 193	11 035
Southern	1 812	723	2 117	4 652
Yau Tsim Mong	3 378	1 494	1 682	6 554
Sham Shui Po	2 952	1 634	4 971	9 557
Kowloon City	15 667	2 118	4 373	22 158
Wong Tai Sin	2 073	1 639	3 330	7 042
Kwun Tong	3 901	2 609	5 673	12 183
Sai Kung	3 284	1 097	4 556	8 937
Sha Tin	6 135	2 115	6 028	14 278
Tai Po	1 294	897	4 338	6 529
North	2 320	908	5 910	9 138
Yuen Long	6 556	1 820	7 679	16 055
Tuen Mun	2 459	1 550	7 957	11 966
Tsuen Wan	4 241	1 121	1 785	7 147
Kwai Tsing	3 310	1 523	5 221	10 054
Islands	1 044	551	2 209	3 804
All Districts	73 233	24 646	76 523	174 402

Notes: (1) Figures refer to the position as at mid-September of the respective years.

(2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Number of Students in Primary Schools by District and Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	631	6 849	0	2 321	1 260	11 061
Wan Chai	1 916	6 398	0	3 355	1 769	13 438
Eastern	2 359	12 853	1 109	891	3 381	20 593
Southern	755	4 331	1 416	2 560	4 339	13 401
Yau Tsim Mong	1 281	11 030	1 285	784	0	14 380
Sham Shui Po	1 858	11 984	1 667	4 837	0	20 346
Kowloon City	2 856	15 351	1 597	7 255	4 041	31 100
Wong Tai Sin	493	14 633	0	2 542	0	17 668
Kwun Tong	1 406	22 033	624	641	717	25 421
Sai Kung	588	10 902	2 758	49	976	15 273
Sha Tin	763	22 427	1 732	1 651	898	27 471
Tai Po	673	11 120	0	0	1 065	12 858
North	773	17 785	0	0	0	18 558
Yuen Long	2 452	24 771	1 356	222	41	28 842
Tuen Mun	616	19 266	746	72	490	21 190
Tsuen Wan	1 711	10 797	0	101	0	12 609
Kwai Tsing	0	17 451	549	0	435	18 435
Islands	0	5 041	0	834	781	6 656
All Districts	21 131	245 022	14 839	28 115	20 193	329 300

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	642	7 041	0	2 450	948	11 081
Wan Chai	1 902	6 519	0	3 382	2 004	13 807
Eastern	2 431	13 092	1 149	974	3 444	21 090
Southern	741	4 365	1 414	2 627	4 459	13 606
Yau Tsim Mong	1 338	11 158	1 229	829	0	14 554
Sham Shui Po	1 888	12 149	1 643	4 963	0	20 643
Kowloon City	2 853	15 564	1 688	7 507	4 080	31 692
Wong Tai Sin	548	14 986	0	2 643	0	18 177
Kwun Tong	1 396	22 002	698	649	850	25 595
Sai Kung	585	11 173	2 815	68	975	15 616
Sha Tin	771	23 450	1 769	1 674	898	28 562
Tai Po	765	11 877	0	0	1 031	13 673
North	785	18 173	0	0	0	18 958
Yuen Long	2 487	25 942	1 418	212	31	30 090
Tuen Mun	620	20 413	755	71	491	22 350
Tsuen Wan	1 714	10 991	0	81	0	12 786
Kwai Tsing	0	17 708	542	0	445	18 695
Islands	0	4 937	0	863	783	6 583
All Districts	21 466	251 540	15 120	28 993	20 439	337 558

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	667	7 361	0	2 549	1 384	11 961
Wan Chai	2 342	5 880	0	3 411	1 685	13 318
Eastern	2 094	14 125	1 172	1 019	3 314	21 724
Southern	734	4 443	1 412	2 712	4 740	14 041
Yau Tsim Mong	1 385	11 389	1 221	871	0	14 866
Sham Shui Po	1 947	12 362	1 662	5 010	0	20 981
Kowloon City	2 872	17 450	1 715	7 671	4 228	33 936
Wong Tai Sin	553	13 921	0	2 713	0	17 187
Kwun Tong	1 442	22 315	762	653	939	26 111
Sai Kung	629	11 552	2 820	144	977	16 122
Sha Tin	771	24 664	1 830	1 718	898	29 881
Tai Po	878	12 739	0	158	1 139	14 914
North	804	18 792	0	0	0	19 596
Yuen Long	2 544	27 449	1 436	332	21	31 782
Tuen Mun	613	21 607	767	68	514	23 569
Tsuen Wan	1 725	11 278	0	82	0	13 085
Kwai Tsing	0	18 160	529	0	442	19 131
Islands	0	4 995	0	996	812	6 803
All Districts	22 000	260 482	15 326	30 107	21 093	349 008

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	685	7 573	0	2 575	1 274	12 107
Wan Chai	2 416	5 987	0	3 516	1 662	13 581
Eastern	2 173	14 522	1 220	1 023	3 457	22 395
Southern	741	4 457	1 419	2 800	5 045	14 462
Yau Tsim Mong	1 437	11 650	1 234	882	0	15 203
Sham Shui Po	2 074	12 814	1 664	5 042	948	22 542
Kowloon City	2 896	17 793	1 739	8 054	4 055	34 537
Wong Tai Sin	587	14 507	0	2 725	0	17 819
Kwun Tong	1 462	23 239	775	663	969	27 108
Sai Kung	648	12 111	2 896	200	979	16 834
Sha Tin	777	26 501	1 883	1 723	898	31 782
Tai Po	936	13 559	0	260	1 237	15 992
North	807	19 395	0	0	0	20 202
Yuen Long	2 629	28 740	1 449	446	16	33 280
Tuen Mun	613	22 512	774	68	543	24 510
Tsuen Wan	1 737	11 593	0	91	0	13 421
Kwai Tsing	0	18 742	537	0	0	19 279
Islands	0	5 144	0	1 022	829	6 995
All Districts	22 618	270 839	15 590	31 090	21 912	362 049

2018/19 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	694	7 843	0	2 334	1 249	12 120
Wan Chai	2 481	6 054	0	3 722	1 611	13 868
Eastern	2 247	14 915	1 237	1 086	3 307	22 792
Southern	753	4 499	1 439	2 911	5 226	14 828
Yau Tsim Mong	1 481	11 931	1 252	1 195	0	15 859
Sham Shui Po	2 093	13 103	1 690	5 086	1 032	23 004
Kowloon City	2 976	17 976	1 744	8 330	3 750	34 776
Wong Tai Sin	575	14 717	0	2 696	0	17 988
Kwun Tong	1 521	23 997	771	724	962	27 975
Sai Kung	690	12 598	2 915	205	1 710	18 118
Sha Tin	798	27 712	1 931	1 722	898	33 061
Tai Po	916	14 074	0	386	1 568	16 944
North	786	19 606	0	0	0	20 392
Yuen Long	2 731	29 475	1 472	502	8	34 188
Tuen Mun	656	23 451	781	82	564	25 534
Tsuen Wan	1 761	11 947	0	76	0	13 784
Kwai Tsing	0	19 158	527	0	0	19 685
Islands	0	5 676	0	1 038	835	7 549
All Districts	23 159	278 732	15 759	32 095	22 720	372 465

Notes: (1) Figures do not include special schools. International schools include the English Schools Foundation Schools.

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

Number of Students in Secondary Schools by District and Sector from the 2014/15 to 2018/19 School Years

2014/15 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	910	5 689	0	2 263	0	1 850	10 712
Wan Chai	2 431	6 854	0	1 755	0	1 108	12 148
Eastern	3 415	16 188	0	3 032	0	2 335	24 970
Southern	0	8 378	0	1 812	1 224	5 340	16 754
Yau Tsim Mong	1 595	9 980	607	2 627	38	0	14 847
Sham Shui Po	752	13 643	858	6 832	919	95	23 099
Kowloon City	1 531	21 654	0	4 417	914	2 930	31 446
Wong Tai Sin	483	17 226	0	1 252	543	0	19 504
Kwun Tong	1 604	21 085	0	6 037	0	410	29 136
Sai Kung	887	13 877	0	5 561	26	265	20 616
Sha Tin	1 682	27 768	0	4 827	1 677	1 184	37 138
Tai Po	406	12 443	0	1 413	0	0	14 262
North	1 109	14 426	0	1 186	0	274	16 995
Yuen Long	3 591	24 467	0	3 861	219	0	32 138
Tuen Mun	1 709	23 921	0	0	0	456	26 086
Tsuen Wan	942	10 147	0	0	0	0	11 089
Kwai Tsing	0	24 963	0	0	0	0	24 963
Islands	493	4 396	0	1 393	751	195	7 228
All Districts	23 540	277 105	1 465	48 268	6 311	16 442	373 131

2015/16 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	875	5 431	0	2 293	0	1 775	10 374
Wan Chai	2 339	6 612	0	1 626	0	1 149	11 726
Eastern	3 263	14 923	0	3 011	0	2 277	23 474
Southern	0	7 766	0	1 811	1 295	5 320	16 192
Yau Tsim Mong	1 518	9 428	542	2 535	32	0	14 055
Sham Shui Po	664	12 872	824	6 699	949	171	22 179
Kowloon City	1 481	20 444	0	4 400	918	2 841	30 084
Wong Tai Sin	437	16 233	0	1 267	523	0	18 460
Kwun Tong	1 505	19 820	0	5 592	0	506	27 423
Sai Kung	825	12 721	0	5 521	31	279	19 377
Sha Tin	1 586	25 888	0	4 808	1 688	1 180	35 150
Tai Po	393	11 648	0	1 288	0	0	13 329
North	1 065	13 640	0	1 195	0	274	16 174
Yuen Long	3 405	22 705	0	3 817	149	0	30 076
Tuen Mun	1 581	21 952	0	0	0	540	24 073
Tsuen Wan	900	9 464	0	0	0	0	10 364
Kwai Tsing	0	23 313	0	0	0	0	23 313
Islands	423	4 039	0	1 369	737	218	6 786
All Districts	22 260	258 899	1 366	47 232	6 322	16 530	352 609

2016/17 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	852	5 208	0	2 263	0	1 735	10 058
Wan Chai	2 267	7 361	0	1 634	0	1 197	12 459
Eastern	3 138	13 252	0	2 893	0	2 162	21 445
Southern	0	7 240	0	1 819	1 402	5 342	15 803
Yau Tsim Mong	1 472	9 043	509	2 468	38	0	13 530
Sham Shui Po	614	12 370	784	6 539	954	181	21 442
Kowloon City	1 438	20 491	0	4 461	913	2 796	30 099
Wong Tai Sin	391	15 502	0	1 285	530	0	17 708
Kwun Tong	1 422	18 979	0	5 310	0	631	26 342
Sai Kung	798	11 810	0	5 421	51	302	18 382
Sha Tin	1 518	23 819	0	4 821	1 718	1 201	33 077
Tai Po	405	11 153	0	1 293	0	0	12 851
North	1 038	12 991	0	1 186	0	272	15 487
Yuen Long	3 277	21 369	0	3 673	143	0	28 462
Tuen Mun	1 492	20 494	0	0	0	579	22 565
Tsuen Wan	866	9 012	0	0	0	0	9 878
Kwai Tsing	0	22 132	0	0	0	0	22 132
Islands	372	3 730	0	1 290	774	266	6 432
All Districts	21 360	245 956	1 293	46 356	6 523	16 664	338 152

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	844	5 043	0	2 253	0	1 714	9 854
Wan Chai	2 213	7 204	0	1 590	0	1 182	12 189
Eastern	3 111	12 658	0	2 838	0	2 202	20 809
Southern	0	6 925	0	1 806	1 495	5 321	15 547
Yau Tsim Mong	1 397	8 761	479	2 485	26	0	13 148
Sham Shui Po	636	12 183	779	6 650	1 005	495	21 748
Kowloon City	1 375	20 180	0	4 440	1 007	2 555	29 557
Wong Tai Sin	404	15 097	0	1 298	526	0	17 325
Kwun Tong	1 404	18 557	0	5 108	0	753	25 822
Sai Kung	803	11 344	0	5 312	72	318	17 849
Sha Tin	1 490	23 349	0	4 800	1 714	1 202	32 555
Tai Po	423	10 958	0	1 309	0	6	12 696
North	1 017	12 743	0	1 173	22	288	15 243
Yuen Long	3 247	20 781	0	3 557	80	0	27 665
Tuen Mun	1 445	19 599	0	0	0	627	21 671
Tsuen Wan	854	8 837	0	0	0	0	9 691
Kwai Tsing	0	21 232	0	0	0	0	21 232
Islands	350	3 520	0	1 244	796	293	6 203
All Districts	21 013	238 971	1 258	45 863	6 743	16 956	330 804

2018/19 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	843	4 971	0	2 230	0	609	8 653
Wan Chai	2 128	7 094	0	1 579	0	1 129	11 930
Eastern	3 072	12 224	0	2 795	1	2 034	20 126
Southern	0	6 675	0	1 852	1 610	5 471	15 608
Yau Tsim Mong	1 343	8 428	451	2 459	72	0	12 753
Sham Shui Po	631	11 933	770	6 621	970	531	21 456
Kowloon City	1 331	19 869	0	4 440	1 153	2 520	29 313
Wong Tai Sin	378	14 695	0	1 296	546	0	16 915
Kwun Tong	1 395	18 225	0	4 930	33	842	25 425
Sai Kung	793	10 994	0	5 327	78	486	17 678
Sha Tin	1 445	22 829	0	4 716	1 707	2 423	33 120
Tai Po	418	10 835	0	1 361	0	103	12 717
North	993	12 970	0	1 161	0	299	15 423
Yuen Long	3 241	20 265	0	3 620	71	0	27 197
Tuen Mun	1 422	19 114	0	0	0	690	21 226
Tsuen Wan	841	8 542	0	0	0	0	9 383
Kwai Tsing	0	20 554	0	0	0	0	20 554
Islands	300	3 413	0	1 214	753	341	6 021
All Districts	20 574	233 630	1 221	45 601	6 994	17 478	325 498

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 the English Schools Foundation schools.

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

Number of Students in Kindergartens by Sex and Type from the 2014/15 to 2018/19 School Years

School Year	Sex	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
2014/15	Male	33 436	12 060	46 195	91 691
	Female	33 311	10 723	40 672	84 706
2015/16	Male	37 068	12 406	47 158	96 632
	Female	36 225	11 050	41 491	88 766
2016/17	Male	37 831	12 395	45 838	96 064
	Female	36 935	10 929	40 104	87 968
2017/18	Male	37 761	13 097	43 340	94 198
	Female	36 987	11 621	38 341	86 949
2018/19	Male	37 021	13 178	40 377	90 576
	Female	36 212	11 468	36 146	83 826

Notes: (1) Figures refer to the position as at mid-September of the respective years.

(2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Number of Students in Primary Schools by Sex and Sector from the 2014/15 to 2018/19 School Years

School Year	Sex	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
2014/15	Male	11 837	126 970	8 941	12 521	10 502	170 771
	Female	9 294	118 052	5 898	15 594	9 691	158 529
2015/16	Male	12 045	130 633	9 088	12 835	10 626	175 227
	Female	9 421	120 907	6 032	16 158	9 813	162 331
2016/17	Male	12 323	135 668	9 145	13 263	10 986	181 385
	Female	9 677	124 814	6 181	16 844	10 107	167 623
2017/18	Male	12 529	141 320	9 241	13 722	11 504	188 316
	Female	10 089	129 519	6 349	17 368	10 408	173 733
2018/19	Male	12 756	145 389	9 331	14 054	11 933	193 463
	Female	10 403	133 343	6 428	18 041	10 787	179 002

Number of Students in Secondary Schools by Sex and Sector from the 2014/15 to 2018/19 School Years

School Year	Sex	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
2014/15	Male	12 421	141 207	776	26 168	3 242	8 416	192 230
	Female	11 119	135 898	689	22 100	3 069	8 026	180 901
2015/16	Male	11 845	131 989	758	25 525	3 153	8 434	181 704
	Female	10 415	126 910	608	21 707	3 169	8 096	170 905
2016/17	Male	11 406	125 231	738	24 908	3 241	8 519	174 043
	Female	9 954	120 725	555	21 448	3 282	8 145	164 109
2017/18	Male	11 271	121 610	708	24 512	3 328	8 650	170 079
	Female	9 742	117 361	550	21 351	3 415	8 306	160 725
2018/19	Male	11 111	118 843	673	24 444	3 451	8 922	167 444
	Female	9 463	114 787	548	21 157	3 543	8 556	158 054

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 the English Schools Foundation schools.

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

Number of Students in Kindergartens by Grade and Type from the 2014/15 to 2018/19 School Years

School Year	Grade	KGs operating only half-day classes	KGs operating only whole-day classes	KGs operating both half-day and whole-day classes	All Types
2014/15	Nursery	23 834	7 404	31 131	62 369
	Lower Class	22 429	7 732	28 577	58 738
	Upper Class	20 484	7 647	27 159	55 290
2015/16	Nursery	26 166	7 703	31 454	65 323
	Lower Class	25 369	8 049	29 897	63 315
	Upper Class	21 758	7 704	27 298	56 760
2016/17	Nursery	24 609	7 113	25 633	57 355
	Lower Class	26 512	8 231	31 026	65 769
	Upper Class	23 645	7 980	29 283	60 908
2017/18	Nursery	25 677	7 941	25 732	59 350
	Lower Class	24 771	8 211	25 499	58 481
	Upper Class	24 300	8 566	30 450	63 316
2018/19	Nursery	25 004	7 725	25 439	58 168
	Lower Class	25 705	8 585	25 688	59 978
	Upper Class	22 524	8 336	25 396	56 256

Notes: (1) Figures refer to the position as at mid-September of the respective years.

(2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Number of Students in Primary Schools by Grade and Sector from the 2014/15 to 2018/19 School Years

School Year	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
2014/15	P1	3 754	45 255	2 644	5 431	3 998	61 082
	P2	3 668	43 536	2 657	5 511	3 487	58 859
	P3	3 548	40 538	2 590	4 895	3 401	54 972
	P4	3 402	38 900	2 498	4 489	3 205	52 494
	P5	3 326	37 919	2 389	4 199	3 112	50 945
	P6	3 433	38 874	2 061	3 590	2 990	50 948
2015/16	P1	3 659	44 738	2 619	5 389	3 915	60 320
	P2	3 750	45 277	2 662	5 318	3 479	60 486
	P3	3 699	43 711	2 661	5 389	3 471	58 931
	P4	3 590	40 913	2 572	4 790	3 338	55 203
	P5	3 445	39 111	2 270	4 440	3 179	52 445
	P6	3 323	37 790	2 336	3 667	3 057	50 173
2016/17	P1	3 695	45 684	2 642	5 622	4 218	61 861
	P2	3 688	44 785	2 642	5 274	3 507	59 896
	P3	3 787	45 518	2 651	5 283	3 496	60 735
	P4	3 738	44 216	2 634	5 302	3 402	59 292
	P5	3 651	41 218	2 355	4 689	3 327	55 240
	P6	3 441	39 061	2 402	3 937	3 143	51 984
2017/18	P1	3 965	48 526	2 694	5 922	4 494	65 601
	P2	3 695	45 742	2 662	5 520	3 674	61 293
	P3	3 719	45 065	2 646	5 158	3 523	60 111
	P4	3 843	45 908	2 663	5 181	3 503	61 098
	P5	3 747	44 463	2 425	5 145	3 398	59 178
	P6	3 649	41 135	2 500	4 164	3 320	54 768
2018/19	P1	4 136	49 327	2 759	6 128	4 564	66 914
	P2	3 958	48 337	2 713	5 829	3 863	64 700
	P3	3 706	45 700	2 671	5 434	3 727	61 238
	P4	3 763	45 318	2 632	5 062	3 576	60 351
	P5	3 869	45 913	2 442	5 087	3 518	60 829
	P6	3 727	44 137	2 542	4 555	3 472	58 433

Notes: (1) Figures do not include special schools. International schools include the English Schools Foundation Schools.

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

Number of Students in Secondary Schools by Grade and Sector from the 2014/15 to 2018/19 School Years

School Year	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
2014/15	S1	3 664	41 797	192	7 677	1 016	2 805	57 151
	S2	3 789	43 517	212	8 174	1 015	2 720	59 427
	S3	3 911	47 262	248	8 507	1 031	2 616	63 575
	S4	3 859	46 341	266	8 427	944	2 371	62 208
	S5	4 082	48 370	291	8 019	854	2 244	63 860
	S6	4 235	49 818	256	7 464	922	2 079	64 774
	S7	0	0	0	0	529	1 607	2 136
2015/16	S1	3 586	39 888	174	7 463	1 044	2 820	54 975
	S2	3 621	41 006	190	7 767	1 019	2 736	56 339
	S3	3 728	43 231	223	8 041	1 001	2 575	58 799
	S4	3 777	45 995	256	8 601	932	2 378	61 939
	S5	3 660	43 495	256	7 959	884	2 258	58 512
	S6	3 888	45 284	267	7 401	874	2 121	59 835
	S7	0	0	0	0	568	1 642	2 210
2016/17	S1	3 504	39 421	173	7 456	1 058	2 867	54 479
	S2	3 565	39 335	180	7 521	1 052	2 771	54 424
	S3	3 584	40 944	206	7 673	1 032	2 613	56 052
	S4	3 618	42 247	238	8 242	960	2 332	57 637
	S5	3 578	43 161	257	8 088	929	2 261	58 274
	S6	3 511	40 848	239	7 376	913	2 136	55 023
	S7	0	0	0	0	579	1 684	2 263
2017/18	S1	3 573	40 199	191	7 679	1 167	3 036	55 845
	S2	3 488	39 207	190	7 555	1 145	2 829	54 414
	S3	3 573	39 229	190	7 482	1 040	2 593	54 107
	S4	3 467	40 080	222	7 892	924	2 384	54 969
	S5	3 454	39 753	226	7 797	948	2 274	54 452
	S6	3 458	40 503	239	7 458	867	2 144	54 669
	S7	0	0	0	0	652	1 696	2 348
2018/19	S1	3 582	41 773	202	8 072	1 301	3 210	58 140
	S2	3 527	39 931	200	7 679	1 248	3 018	55 603
	S3	3 455	38 827	192	7 428	1 090	2 645	53 637
	S4	3 435	38 261	190	7 638	922	2 347	52 793
	S5	3 260	37 498	223	7 526	907	2 314	51 728
	S6	3 315	37 340	214	7 258	882	2 197	51 206
	S7	0	0	0	0	644	1 747	2 391

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 the English Schools Foundation schools.

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

Number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by grade and SEN type from the 2014/15 to 2018/19 school years[(Note 1)]

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74

Notes:

1. Figures refer to the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.
2. The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school year and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

**Number of students with special educational needs (SEN)
in the English Schools Foundation (ESF) schools, other private international schools and private independent schools (PIS)
from the 2014/15 to 2018/19 school years**

School Year	ESF		PIS		Other Private International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2014/15	136	256	117	175	329	163	582	594
2015/16	230	435	178	277	385	175	793	887
2016/17	245	565	172	231	323	179	740	975
2017/18	439*	422*	183	234	404	284	1 026	940
2018/19	365	458	177	291	482	348	1 024	1 097

* The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to the EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school in the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Statistics cover students with SEN under integrated classes/special classes/special schools in PIS, the ESF and other private international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

Number of special schools by school type
from the 2014/15 to 2018/19 school years

School Type	2014/15	2015/16	2016/17	2017/18 Note 2	2018/19 Note 3
Schools for Children with Visual Impairment	2	2	2	2	2
Schools for Children with Hearing Impairment	2	2	2	2	1
Schools for Children with Physical Disability	7	7	7	7	7
Schools for Social Development	7	7	7	8	8
Schools for Children with Intellectual Disability	41	41	41	41	41
Hospital School Note 1	1	1	1	1	1

Notes:

(1) The Hospital School operates classes at 18 hospitals.
(2) 1 new school for social development commenced operation in the 2017/18 school year.
(3) 1 school for children with hearing impairment completed mainstreaming with effect from the 2018/19 school year.

Number of students in special schools by school type from the 2014/15 to 2018/19 school years

School Type	2014/15 (Note 1)	2015/16 (Note 1)	2016/17 (Note 1)	2017/18 (Note 1)	2018/19 (Note 1)
Visual Impairment	126	125	123	112	110
Hearing Impairment	102	87	89	84	64
Physical Disability	921	915	883	877	907
Mild Intellectual Disability (Note 2)	3 051	3 049	3 103	3 154	3 218
Moderate Intellectual Disability (Notes 2 & 3)	1 865	1 879	1 911	1 992	2 040
Severe Intellectual Disability (Note 3)	691	679	687	699	706
Schools for Social Development	632	600	553	594	614
Hospital School	255	369	333	314	280
Total	7 643	7 703	7 682	7 826	7 939

Notes:

(1) Figures refer to the position as at September of the respective school years.
(2) The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of schools for children with MiID and MoID (7 schools in the 2014/15 and 2015/16 school years and 5 schools starting from the 2016/17 school year).
(3) 1 school for children with severe intellectual disability operates classes for children with MoID on a pilot basis starting from the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6983)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the total numbers of students in each grade of pre-primary, primary and secondary schools in the current school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3701)

Reply:

The numbers of students in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by grade in the 2018/19 school year are given below:

Level	Grade	Number of students
Kindergarten (including kindergarten-cum-child care centre)	K1	58 168
	K2	59 978
	K3	56 256
	K1 to K3	**174 402**
Primary	P1	66 914
	P2	64 700
	P3	61 238
	P4	60 351
	P5	60 829
	P6	58 433
	P1 to P6	**372 465**
Secondary	S1	58 140
	S2	55 603
	S3	53 637
	S4	52 793
	S5	51 728
	S6	51 206
	S7	2 391
	S1 to S7	**325 498**

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 relevant school year.

(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.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6984)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

1. the number of non-Chinese speaking ("NCS") students enrolled into each of the two Applied Learning Chinese (for NCS students) courses and the number of students completing each of the two courses for the 2014-2016, 2015-17 and 2016-2018 cohorts respectively desegregated by results (i.e. attained, attained with distinction);

2. the number of secondary schools with students enrolled into each of the two Applied Learning Chinese (for NCS students) courses for the 2014-2016, 2015-2017 and 2016-2018 cohorts respectively;

3. the number of NCS students who applied for the Applied Learning Chinese (for NCS students) courses from 2014/15 to 2017/18 academic years but not accepted as a result of unable to meet the minimum language entry requirement;

4. the amount of subsidies the government has granted for students to be enrolled into each of the Applied Learning Chinese (for NCS students) courses and the actual amount of expenditure on each course by the course provider (by breakdown of expenditure category) for the 2014/15 to 2017/18 academic years respectively;

5. the number of teachers instructing Applied Learning Chinese (for NCS students) courses from 2014/15 to 2017/18 academic years respectively and the number of teachers who received prior training in teaching 'Chinese as a Second Language';

6. whether the government has allocated any funding to the course providers of the Applied Learning Chinese (for NCS students) courses for the 2014-2016, 2015-2017 and 2016-2018 cohorts apart from the subsidies of the course fees for the enrolled students (e.g. funding for curriculum development, teaching and learning material etc.); and

7. which level in the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") a NCS student is expected to have reached before taking each of the two Applied Learning Chinese (for NCS students) courses and which level in the Learning Framework a student is expected to reach after completing each of the two Applied Learning Chinese (for NCS students) courses.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3702)

Reply:

1. & 2. Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) was first introduced in the 2014/15 school year. The related enrolment figures for 2015-17 (the first cohort) and 2016-18 (the second cohort) are as follows:

	2015-17		2016-18	
	Number of students enrolled	Number of schools with students enrolled	Number of students enrolled	Number of schools with students enrolled
ApL(C) - Chinese for the Service Industry	125	7	138	17
ApL(C) - Practical Chinese in Hospitality	56	7	40	7

Among the first cohort of graduates sitting for the 2017 Hong Kong Diploma of Secondary Education Examination (HKDSE), for the subject ApL(C) - Chinese for the Service Industry, the number of students awarded "Attained" and "Attained with Distinction" are 79 and 20 respectively; as for the subject ApL(C) - Practical Chinese in Hospitality, the number of students awarded "Attained" and "Attained with Distinction" are 21 and 9 respectively. Among the second cohort of graduates sitting for the 2018 HKDSE, for the subject ApL(C) - Chinese for the Service Industry, the number of students awarded "Attained" and "Attained with Distinction" are 70 and 30 respectively; as for the subject ApL(C) - Practical Chinese in Hospitality, the number of students awarded "Attained" and "Attained with Distinction" are 15 and 5 respectively.

3. The number of non-Chinese speaking (NCS) students who have applied for the ApL(C) courses but not been accepted as a result of being unable to meet the minimum language entry requirement is not available.

4. The Government provides the Student Grant for ApL(C) (SG) to schools for fully subsidising students to take ApL(C) courses. From the 2014/15 to 2017/18 school years, the SG provided by the Government for ApL(C) - Chinese for the Service Industry are $1.64 million, $3.31 million, $4.83 million and $4.72 million respectively; while the SG for ApL(C) - Practical Chinese in Hospitality for the respective school years are $0.61 million, $1.06 million, $1.88 million and $1.93 million; as for the newly introduced course ApL(C) - Chinese in Business Service for 2018-20 (the fourth cohort), which has been implemented since the 2017/18 school year, the SG provided by the Government for that school year is

$0.75 million. We have not collected information from the course providers on the actual expenditure on each course.

5. Course providers will form a professional team for each course, including the main teaching staff with expertise in Chinese Language and experience in teaching NCS students. Apart from these, there are personnel with related professional and vocational experience to plan and support the delivery. In the process of course accreditation, the professional capacity of the team has been ascertained. We have not collected from the course providers the actual number of staff involved in the delivery of each course.

6. Apart from the subsidies of the course fees for the students enrolled, the Government does not allocate any funding to the course providers of ApL(C).

7. NCS students who aspire to study ApL(C) should have basic language competency to enable them to learn the Chinese language through different modes of activities in a simulated applied learning context. At the point of entry, they are expected to have achieved most of the learning outcomes of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") at level 4 or above. Upon completion of courses, NCS students are expected to have achieved the relevant learning outcomes of the "Learning Framework" at level 6 or above.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6988)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide information on kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS)/Free Quality Kindergarten Education Scheme (KG Scheme) that have admitted non-Chinese speaking (NCS) children in the past 5 school years.

	Total no. of KGs with NCS children	Total no. of KGs with 8 or more NCS children	Median no. of NCS children in KGs with NCS children	Average no. of NCS children in KGs with NCS children	Total number of KGs under PEVS/KG Scheme
2013/14					
2014/15					
2015/16					
2016/17					
2017/18					

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7716)

Reply:

Information on admission of non-Chinese speaking (NCS) children by kindergartens (KGs) that joined the Pre-primary Education Voucher Scheme (PEVS)/new KG education scheme (KG Scheme) in the past 5 school years (2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 school years) is as follows:

	Total number of KGs with NCS children	Total number of KGs with 8 or more NCS children	Median number of NCS children in KGs with NCS children	Average number of NCS children in KGs with NCS children	Total number of schools joining the PEVS/KG Scheme
2014/15	380	114	4	13	724
2015/16	376	114	4	13	732
2016/17	394	133	4	13	745
2017/18	391	159	5	13	748
2018/19	409	152	4	13	753

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above figures cover students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
3. Figures cover students studying in KG-cum-child care centres.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6989)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What is the respective number of government and aided primary schools provided with Student Guidance Officers, Student Guidance Teachers and the Student Guidance Service Grant in each of the past 5 school years?

2. What is the respective number of different types of cases under the Comprehensive Student Guidance Service in primary schools for the past 5 school years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7717)

Reply:

1. The number of public sector primary schools provided with Student Guidance Officers, Student Guidance Teachers and the Student Guidance Service Grant in the past 5 school years (i.e. the 2014/15 to the 2018/19 schools years) is as follows:

Number of Public Sector Primary Schools Provided with	2014/15 School Year	2015/16 School Year	2016/17 School Year	2017/18 School Year	2018/19 School Year
Student Guidance Officers	13	12	10	7	6
Student Guidance Teachers	127	125	121	119	113
Student Guidance Service Grant	312	317	323	328	114

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional

resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode.

2. Based on the annual data collected through an online system from student guidance personnel of public sector primary schools, the respective number of student cases under the Comprehensive Student Guidance Service by case category for the past 5 years (i.e. from the 2013/14 to the 2017/18 school years) is summarised as follows:

Case Category	School Year				
	2013/14	2014/15	2015/16	2016/17	2017/18
Conduct Problems	1 349	1 306	1 254	1 277	1 256
Emotional/Psychological Problems	2 523	2 743	2 945	3 190	3 353
Family/Environmental Problems	1 945	1 976	1 940	1 941	2 089
Health/Physical Problems	124	103	92	94	87
Learning Problems	1 394	1 210	1 071	1 025	985
Social/Developmental Problems	465	460	426	407	481
Total	7 800	7 798	7 728	7 934	8 251

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6994)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For the past 5 years, please advise this Committee the following:

1. the number of non-Chinese speaking (NCS) students and the number of ethnic minority (EM) students studying at different grade levels in primary schools;
2. the number of NCS students and the number of EM students studying at different grade levels in secondary schools;
3. the number of NCS students and the number of EM students studying at different grade levels in kindergartens; and
4. the number of NCS students and the number of EM students studying in special schools (with a breakdown by type of special schools).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7804)

Reply:

From the 2014/15 to 2018/19 school years, the number of non-Chinese speaking (NCS) students studying in kindergartens, public sector and Direct Subsidy Scheme (DSS) primary and secondary schools by level and by grade is tabulated at Annex A. The number of ethnic minority (EM) students studying at different grade levels in kindergartens and the number of NCS EM students studying at different grade levels in public sector and DSS primary and secondary schools are tabulated at Annex B to Annex D respectively. The number of NCS students and the number of NCS EM students studying in each type of special schools are tabulated at Annex E and Annex F respectively. The data provided at Annex A to Annex F 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 by level and by grade from the 2014/15 to 2018/19 school years

Level	Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
Pre-primary (K1 to K3)	K1	4 336	4 470	4 477	4 505	4 698
	K2	4 401	4 437	4 688	4 686	4 852
	K3	3 196	3 075	3 075	3 218	3 418
	K1 to K3	**11 933**	**11 982**	**12 240**	**12 409**	**12 968**
Primary (Primary 1 to 6)	P1	1 574	1 583	1 574	1 625	1 698
	P2	1 533	1 609	1 643	1 670	1 672
	P3	1 467	1 574	1 617	1 670	1 676
	P4	1 399	1 461	1 593	1 644	1 642
	P5	1 353	1 414	1 451	1 583	1 619
	P6	1 371	1 317	1 388	1 430	1 542
	P1 to P6	**8 697**	**8 958**	**9 266**	**9 622**	**9 849**
Secondary (Secondary 1 to 6)	S1	1 613	1 730	1 648	1 772	1 743
	S2	1 424	1 547	1 633	1 620	1 685
	S3	1 493	1 457	1 523	1 672	1 615
	S4	1 376	1 505	1 454	1 560	1 662
	S5	1 307	1 324	1 452	1 376	1 491
	S6	1 011	1 219	1 261	1 383	1 285
	S1 to S6	**8 224**	**8 782**	**8 971**	**9 383**	**9 481**

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above figures 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. Figures cover both local and non-local kindergartens.
4. Figures for primary and secondary levels cover students in public sector and Direct Subsidy Scheme schools, but do not include students in special schools.

Number of ethnic minority students by ethnicity studying at different grade levels in kindergartens from the 2014/15 to 2018/19 school years

K1	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	27	25	39	49	38
Filipino	199	182	199	222	198
Indian	411	444	463	452	451
Pakistani	478	488	468	446	452
Nepalese	309	306	334	315	339
Japanese	315	312	282	268	268
Thai	36	21	34	47	37
Korean	113	116	105	110	120
Other Asian	168	151	125	139	130
White	1 208	1 271	1 189	1 198	1 202
Others	506	547	592	550	620
Total	3 770	3 863	3 830	3 796	3 855

K2	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	22	47	33	41	51
Filipino	242	223	191	233	206
Indian	392	432	473	487	448
Pakistani	503	513	539	507	468
Nepalese	315	335	316	342	334
Japanese	255	238	260	239	224
Thai	36	39	35	39	46
Korean	113	99	149	123	126
Other Asian	158	142	126	152	126
White	1 304	1 273	1 258	1 203	1 237
Others	500	527	604	600	695
Total	3 840	3 868	3 984	3 966	3 961

K3	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	27	25	31	42	45
Filipino	200	221	194	203	223
Indian	275	266	306	339	381
Pakistani	505	502	508	519	493
Nepalese	330	325	328	319	320
Japanese	202	206	196	220	185
Thai	32	20	38	36	36
Korean	58	46	56	71	73
Other Asian	103	93	87	115	97
White	733	676	804	778	867
Others	293	370	346	369	386
Total	2 758	2 750	2 894	3 011	3 106

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 figures cover ethnic minority students regardless of their spoken language.
4. The above figures cover both local and non-local kindergartens.

Number of non-Chinese speaking ethnic minority students by ethnicity studying at different grade levels in primary schools from the 2014/15 to 2018/19 school years

P1	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	21	27	25	27	37
Filipino	216	206	214	191	201
Indian	143	162	134	152	193
Pakistani	521	485	473	514	493
Nepalese	299	332	324	322	312
Japanese	26	22	25	20	30
Thai	23	23	18	24	24
Korean	11	10	6	17	18
Other Asian	42	35	26	25	39
White	109	95	134	116	114
Others	58	80	73	91	95
Total	1 469	1 477	1 452	1 499	1 556

P2	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	22	20	27	29	31
Filipino	208	222	211	232	198
Indian	154	145	169	145	153
Pakistani	506	545	507	514	549
Nepalese	253	295	341	321	321
Japanese	14	21	27	26	20
Thai	20	28	27	26	28
Korean	9	11	14	7	14
Other Asian	53	41	40	28	28
White	118	102	112	137	112
Others	69	65	75	75	99
Total	1 426	1 495	1 550	1 540	1 553

P3	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	12	21	26	26	30
Filipino	224	222	220	215	235
Indian	159	156	149	177	155
Pakistani	522	513	557	521	538
Nepalese	222	269	296	343	319
Japanese	18	17	18	25	24
Thai	19	26	29	32	26
Korean	4	6	14	10	7
Other Asian	23	59	45	42	29
White	90	114	101	112	120
Others	62	65	63	76	64
Total	1 355	1 468	1 518	1 579	1 547

P4	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	18	15	21	29	28
Filipino	210	226	230	230	211
Indian	171	168	166	152	173
Pakistani	505	518	542	571	526
Nepalese	204	222	272	298	346
Japanese	12	16	15	14	22
Thai	27	22	30	29	31
Korean	5	6	9	15	11
Other Asian	34	28	58	45	44
White	65	78	104	91	92
Others	59	55	57	64	74
Total	1 310	1 354	1 504	1 538	1 558

P5	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	10	18	14	19	28
Filipino	199	214	221	238	229
Indian	139	176	177	164	159
Pakistani	469	502	536	553	570
Nepalese	249	210	227	268	292
Japanese	7	13	16	15	13
Thai	22	36	23	33	30
Korean	6	4	6	11	13
Other Asian	29	36	27	56	42
White	55	56	66	88	81
Others	61	58	54	53	57
Total	1 246	1 323	1 367	1 498	1 514

P6	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	15	14	15	12	20
Filipino	228	200	213	222	236
Indian	157	137	175	175	155
Pakistani	506	458	506	536	552
Nepalese	207	244	211	224	262
Japanese	6	6	12	16	14
Thai	32	23	34	27	37
Korean	2	7	4	6	10
Other Asian	20	31	31	28	49
White	55	51	50	56	72
Others	54	50	52	53	54
Total	1 282	1 221	1 303	1 355	1 461

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, but do not include students in special schools.
3. The above 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 at different grade levels in secondary schools from the 2014/15 to 2018/19 school years

S1	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	12	14	16	14	16
Filipino	266	273	239	249	228
Indian	220	218	199	228	237
Pakistani	559	599	521	591	608
Nepalese	249	249	262	230	232
Japanese	10	6	17	19	20
Thai	21	33	36	38	28
Korean	12	8	16	14	13
Other Asian	46	65	52	64	61
White	42	52	55	56	40
Others	70	91	88	123	129
Total	1 507	1 608	1 501	1 626	1 612

S2	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	11	12	15	21	15
Filipino	248	275	284	234	240
Indian	187	221	210	209	229
Pakistani	474	528	546	515	576
Nepalese	194	242	243	258	218
Japanese	12	10	7	13	18
Thai	17	19	31	42	35
Korean	8	11	9	13	16
Other Asian	35	30	54	42	48
White	33	33	44	45	42
Others	78	60	80	89	111
Total	1 297	1 441	1 523	1 481	1 548

S3	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	6	12	11	16	23
Filipino	254	259	277	294	241
Indian	232	184	221	215	217
Pakistani	505	484	509	590	501
Nepalese	229	199	238	245	261
Japanese	10	10	9	9	16
Thai	34	15	21	25	38
Korean	8	9	9	9	12
Other Asian	25	34	29	43	28
White	32	42	33	36	48
Others	75	75	64	87	96
Total	1 410	1 323	1 421	1 569	1 481

S4	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	9	8	12	12	16
Filipino	241	254	251	282	295
Indian	200	223	182	222	216
Pakistani	448	489	465	506	586
Nepalese	240	235	213	248	241
Japanese	13	12	9	8	7
Thai	11	29	12	17	24
Korean	7	5	9	10	5
Other Asian	24	25	37	35	47
White	31	48	36	33	39
Others	55	82	87	68	90
Total	1 279	1 410	1 313	1 441	1 566

S5	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	3	9	7	13	13
Filipino	242	221	243	233	260
Indian	192	196	204	168	210
Pakistani	382	401	460	416	458
Nepalese	201	209	210	182	217
Japanese	11	10	9	7	9
Thai	11	8	26	13	19
Korean	13	5	7	10	9
Other Asian	31	20	22	36	25
White	27	22	29	24	23
Others	40	48	65	71	53
Total	1 153	1 149	1 282	1 173	1 296

S6	2014/15	2015/16	2016/17	2017/18	2018/19
Indonesian	6	2	11	6	11
Filipino	197	228	214	237	223
Indian	165	181	185	198	158
Pakistani	239	347	389	440	396
Nepalese	156	191	198	195	168
Japanese	10	9	8	10	6
Thai	13	11	8	23	10
Korean	9	12	5	5	10
Other Asian	20	31	19	20	30
White	15	21	20	24	21
Others	36	34	37	59	64
Total	866	1 067	1 094	1 217	1 097

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 (DSS) secondary schools (among which 1 DSS secondary school offering non-local curriculum is excluded for not having provided information on students' ethnicity). Figures do not include students in special schools.
3. The above figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

Annex E

Number of non-Chinese speaking students studying in special schools from the 2014/15 to 2018/19 school years

Type of special schools	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
Schools for children with visual impairment	7	11	12	8	7
Schools for children with hearing impairment	18	19	18	17	14
Schools for children with physical disability	44	51	46	44	44
Schools for children with intellectual disability	223	266	275	311	322
Schools for social development	14	16	16	10	14
Total	306	363	367	390	401

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above figures cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Students from hospital schools are not included due to the transitional nature of the education service provided.

Number of non-Chinese speaking ethnic minority students by ethnicity studying in special schools from the 2014/15 to 2018/19 school years

2014/15	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	5	2
Filipino	2	2	6	32	2
Indian	1	1	1	25	0
Pakistani	1	11	20	81	0
Nepalese	0	2	5	33	1
Japanese	0	0	1	10	0
Thai	0	0	1	4	5
Korean	1	0	1	1	0
Other Asian	0	0	0	5	0
White	2	0	2	5	0
Others	0	1	2	11	4
Total	7	17	39	212	14

2015/16	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	6	2
Filipino	2	2	6	45	2
Indian	1	1	2	28	0
Pakistani	3	11	24	88	1
Nepalese	0	2	5	39	2
Japanese	0	0	1	11	0
Thai	0	0	1	4	5
Korean	1	0	1	1	0
Other Asian	0	0	0	7	0
White	4	0	2	5	1
Others	0	2	3	14	3
Total	11	18	45	248	16

2016/17	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	8	2
Filipino	2	2	5	47	2
Indian	1	0	1	25	0
Pakistani	4	11	21	97	3
Nepalese	0	2	5	38	0
Japanese	0	0	1	11	0
Thai	0	0	1	3	4
Korean	1	0	1	2	0
Other Asian	0	0	0	7	0
White	4	0	1	6	1
Others	0	2	3	17	4
Total	12	17	39	261	16

2017/18	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	11	2
Filipino	2	3	3	49	1
Indian	0	0	1	24	0
Pakistani	3	10	23	108	2
Nepalese	0	2	3	50	0
Japanese	0	0	0	12	0
Thai	0	0	1	3	0
Korean	0	0	1	2	0
Other Asian	0	0	0	7	0
White	3	0	0	6	0
Others	0	1	5	17	4
Total	8	16	37	289	9

2018/19	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	1	22	2
Filipino	2	3	3	51	4
Indian	0	0	0	11	0
Pakistani	2	7	22	113	2
Nepalese	0	1	4	55	1
Japanese	0	0	0	7	0
Thai	0	0	1	3	0
Korean	0	0	1	3	0
Other Asian	0	0	0	12	1
White	3	0	0	11	0
Others	0	1	6	12	3
Total	7	12	38	300	13

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Students from hospital schools are not included due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6995)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide, by class level, figures for the past 5 years on the number of cross-boundary students studying in:

1. local kindergartens;
2. local primary schools; and
3. local secondary schools.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7805)

Reply:

1. The number of cross-boundary students (CBS) studying in kindergartens (including kindergarten-cum-child care centres) in Hong Kong by class level for the past 5 years is as follows:

Class Level	School Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
K1	3 654	3 008	800	556	438
K2	3 535	3 880	3 122	921	600
K3	3 175	3 519	3 924	3 133	993

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

2. The number of CBS studying in primary schools in Hong Kong by class level for the past 5 years is as follows:

Class Level	School Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
P1	3 700	3 873	4 210	3 999	3 010
P2	2 981	3 535	3 709	3 859	3 866
P3	2 203	2 880	3 460	3 503	3 872
P4	1 331	2 141	2 836	3 272	3 484
P5	882	1 262	2 005	2 689	3 262
P6	677	876	1 238	1 893	2 694

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

3. The number of CBS studying in secondary schools in Hong Kong by class level for the past 5 years is as follows:

Class Level	School Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
S1	696	709	839	1 239	2 040
S2	572	670	654	798	1 226
S3	542	543	615	639	791
S4	413	513	514	580	576
S5	379	359	427	452	532
S6	250	338	306	376	402

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6999)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide information in the following areas for the past 5 years:

1. the number of students with different special educational needs, with a breakdown by grade level (P.1 to F.6) in public sector mainstream primary and secondary schools; and

2. the number of students with different special educational needs studying associate degree programmes and bachelor degree programmes, with a breakdown by level of study.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7903)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type from the 2014/15 to 2018/19 school years is set out at Appendix 1.

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 2014/15 to 2018/19 academic years are set out at Appendix 2 and Appendix 3 respectively.

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type from the 2014/15 to 2018/19 school years[Note 1]

Specific Learning Difficulties	P1[Note 2]	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	P1[Note 2]	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61

Speech & Language Impairment	P1(Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.
2. The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

Number of students with special educational needs (SEN) pursuing University Grants Committee (UGC)-funded full-time locally-accredited sub-degree and undergraduate programmes by year of study and by SEN type from the 2014/15 to 2018/19 academic years[(Note 1)]

(Headcount)

2014/15 Academic Year	Sub-degree			Undergraduate						
	1st Year	2nd Year	Total	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	Total
Specific Learning Difficulties	-	-	-	9	4	10	-	-	-	23
Autism Spectrum Disorders	-	-	-	-	-	8	-	-	-	8
Attention Deficit / Hyperactivity Disorder	-	-	-	2	3	4	1	-	-	10
Physical Disability	2	-	2	10	13	18	-	-	-	41
Visual Impairment	-	-	-	8	12	14	1	1	-	36
Hearing Impairment	1	-	1	27	10	41	3	1	-	82
Speech & Language Impairment	-	-	-	1	-	4	-	-	-	5
Mental Illness	-	-	-	7	8	9	2	1	-	27
Others[(Note 2)]	3	4	7	18	18	33	3	-	-	72
Total	6	4	10	82	68	141	10	3	-	304

2015/16 Academic Year	Sub-degree			Undergraduate						
	1st Year	2nd Year	Total	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	Total
Specific Learning Difficulties	-	-	-	5	5	5	4	-	-	19
Autism Spectrum Disorders	-	-	-	3	-	4	6	-	-	13
Attention Deficit / Hyperactivity Disorder	-	-	-	6	4	2	1	-	-	13
Physical Disability	-	2	2	9	10	16	8	-	-	43
Visual Impairment	-	-	-	12	9	13	4	-	-	38
Hearing Impairment	1	-	1	13	25	22	24	1	-	85
Speech & Language Impairment	-	-	-	2	1	1	1	-	-	5
Mental Illness	-	-	-	11	11	13	5	-	-	40
Others[(Note 2)]	4	2	6	19	20	24	19	1	-	83
Total	5	4	9	80	85	100	72	2	-	339

2016/17 Academic Year	Sub-degree			Undergraduate						
	1st Year	2nd Year	Total	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	Total
Specific Learning Difficulties	1	-	1	10	7	8	5	-	-	30
Autism Spectrum Disorders	-	-	-	9	4	1	4	-	-	18
Attention Deficit / Hyperactivity Disorder	1	-	1	7	6	3	2	1	-	19
Physical Disability	-	-	-	9	7	17	15	-	-	48
Visual Impairment	-	-	-	6	7	9	9	1	-	32
Hearing Impairment	1	1	2	25	13	24	19	2	-	83
Speech & Language Impairment	-	-	-	3	2	3	-	-	-	8
Mental Illness	1	-	1	6	10	14	9	-	-	39
Others(Note 2)	5	3	8	22	20	22	22	4	-	90
Total	9	4	13	97	76	101	85	8	-	367

2017/18 Academic Year	Sub-degree			Undergraduate						
	1st Year	2nd Year	Total	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	Total
Specific Learning Difficulties	-	2	2	10	11	11	7	-	-	39
Autism Spectrum Disorders	-	-	-	12	8	6	3	-	-	29
Attention Deficit / Hyperactivity Disorder	-	-	-	18	7	10	4	-	1	40
Physical Disability	1	-	1	15	10	12	12	1	-	50
Visual Impairment	-	-	-	9	6	12	9	1	-	37
Hearing Impairment	-	1	1	18	25	12	30	1	-	86
Speech & Language Impairment	-	-	-	1	4	4	3	-	-	12
Mental Illness	-	1	1	10	10	11	16	-	-	47
Others(Note 2)	5	6	11	38	27	28	25	2	-	120
Total	6	10	16	131	108	106	109	5	1	460

2018/19 Academic Year (Provisional Figures)	Sub-degree			Undergraduate						
	1st Year	2nd Year	Total	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	Total
Specific Learning Difficulties	1	-	1	11	9	13	9	-	-	42
Autism Spectrum Disorders	1	-	1	11	15	8	8	-	-	42
Attention Deficit / Hyperactivity Disorder	-	-	-	20	19	10	12	-	-	61
Physical Disability	-	1	1	6	12	13	11	-	-	42
Visual Impairment	-	-	-	5	9	7	13	-	1	35
Hearing Impairment	-	-	-	20	17	34	17	1	-	89
Speech & Language Impairment	-	-	-	6	1	5	4	-	-	16
Mental Illness	1	1	2	13	14	16	18	1	-	62
Others(Note 2)	4	9	13	44	43	50	31	3	1	172
Total	7	11	18	136	139	156	123	5	2	561

Notes:

1. The above figures are provided by UGC-funded universities.
2. Including multiple types of disabilities. The classification of SEN types varies across institutions and students may declare their disability status on a voluntary basis.

Number of students with special educational needs (SEN) pursuing non University Grants Committee (UGC)-funded full-time locally-accredited sub-degree and undergraduate programmes by SEN type from the 2014/15 to 2018/19 academic years[(Note 1)]

(Headcount)

2014/15 Academic Year	Sub-degree	Undergraduate
Specific Learning Difficulties	121	13
Autism Spectrum Disorders	40	7
Attention Deficit / Hyperactivity Disorder	33	9
Physical Disability	61	18
Visual Impairment	28	17
Hearing Impairment	64	37
Speech & Language Impairment	16	6
Others[(Note 2)]	91	47
Total	454	154

2015/16 Academic Year	Sub-degree	Undergraduate
Specific Learning Difficulties	154	25
Autism Spectrum Disorders	51	9
Attention Deficit / Hyperactivity Disorder	52	24
Physical Disability	52	13
Visual Impairment	40	14
Hearing Impairment	64	27
Speech & Language Impairment	25	6
Others[(Note 2)]	100	42
Total	538	160

2016/17 Academic Year	Sub-degree	Undergraduate
Specific Learning Difficulties	228	32
Autism Spectrum Disorders	74	10
Attention Deficit / Hyperactivity Disorder	80	27
Physical Disability	47	11
Visual Impairment	31	20
Hearing Impairment	57	27
Speech & Language Impairment	44	4
Others[(Note 2)]	108	58
Total	669	189

2017/18 Academic Year	Sub-degree	Undergraduate
Specific Learning Difficulties	302	33
Autism Spectrum Disorders	88	15
Attention Deficit / Hyperactivity Disorder	110	35
Physical Disability	46	21
Visual Impairment	28	18
Hearing Impairment	80	32
Speech & Language Impairment	39	13
Mental Illness(Note 3)	Not available	Not available
Others(Note 2)	159	70
Total	852	237

2018/19 Academic Year (Provisional Figures)	Sub-degree	Undergraduate
Specific Learning Difficulties	364	61
Autism Spectrum Disorders	110	24
Attention Deficit / Hyperactivity Disorder	155	66
Physical Disability	41	24
Visual Impairment	23	21
Hearing Impairment	85	30
Speech & Language Impairment	35	19
Mental Illness(Note 3)	132	46
Others(Note 2)	78	39
Total	1 023	330

Notes:

1. The statistics on the number of students with SEN are based on the information provided by students pursuing full-time locally-accredited sub-degree and undergraduate programmes under non-UGC-funded institutions. A breakdown of the figures by year of study is not available.
2. Including multiple types of disabilities. The classification of SEN types varies across institutions and students may declare their disability status on a voluntary basis.
3. Students with mental illness (if any) were covered under "Others" by respective institutions in or before the 2017/18 academic year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7018)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Will the Government inform this Council of the list of Chinese language programmes partially or fully funded by the Government currently run for non-Chinese speaking students or school leavers, and for each programme, the amount of the funding, the name of the institution/organization running the programme, the specific target group of the programme (if any), and whether the programme is pegged at any level of the Qualifications Framework. Please refer to the following table for the format.

2. Does the EDB monitor the effectiveness of these programmes? If yes, please state how and provide the lists of key performance indicators to evaluate the different programmes? If no, the reasons.

Name of programme	Institution/ organization	Amount of subsidy per year($)	Fee (if any)	Duration	Mode of study	Attained QF level upon completion	Number of students enrolled in 2017	Number of students completed programme in 2017

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 7926)

Reply:

1. The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about $200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" in primary and secondary schools and the creation of an inclusive learning environment in schools. In addition, Chinese language programmes for NCS students, funded by EDB and/or different Funds, are offered in collaboration with tertiary institutions and/or non-governmental organisations as appropriate to complement the support offered by schools. Estimated expenditure for the major Chinese language programmes concerned in the 2018/19 school year is tabulated at Annex.

2. EDB monitors the programmes through lesson/activity observations, questionnaire surveys, meetings with service providers and review of the progress and final reports submitted as appropriate.

Annex

Chinese language programmes for non-Chinese speaking (NCS) students offered in collaboration with tertiary institutions and non-governmental organisations in the 2018/19 school year

Programme	Organisation commissioned to organise the programme	Target participants	Estimated expenditure in the 2018/19 school year ($ million)	Fees (if any)	Study Period	Mode of Study	Qualifications Framework level attained upon completion	Student Enrolment in the 2018/19 school year	Number of students who completed the programme in the 2018/19 school year
Setting up Chinese Language Learning Support Centres to offer remedial programmes and teaching resources after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese language, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	School of Professional and Continuing Education of the University of Hong Kong	NCS students in primary and secondary schools	3.3	Free	Whole school year	Remedial programmes after school hours and during holidays	Not Applicable	About 810 students	Programmes are still in progress
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 under the Language Fund	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	NCS children aged 3 to 9	4.3	Free	Whole school year	(a) Group activities and indoor/ outdoor extension learning activities (b) Group activities as well as cultural visits and guided tour of community resources	Not Applicable	About 400 students in total	Programmes are still in progress

Programme	Organisation commissioned to organise the programme	Target participants	Estimated expenditure in the 2018/19 school year ($ million)	Fees (if any)	Study Period	Mode of Study	Qualifications Framework level attained upon completion	Student enrolment in the 2018/19 school year	Number of students who completed the programme in the 2018/19 school year
Vocational Chinese Language Courses for NCS School Leavers, pegged at Level 1 or 2 of the Qualifications Framework with a view to enhancing the employability of NCS school leavers	(a) Yale-China Chinese Language Centre, The Chinese University of Hong Kong (b) Baptist Oi Kwan Social Service	NCS school leavers	2.1	(a) Course fees ranging from $11,680 to $47,770 (b) $800 (Up to 85% of the tuition fee can be reimbursed to participants who fulfill the relevant requirements for attendance or assessment upon completion of the above two courses.)	(a) Period of study up to 1 year, depending on study progress (b) 10 weeks	Classroom teaching	(a) Level 2 (b) Level 1	(a) 96 students (b) 52 students (the above two figures denote the position as at February 2019)	(a) The course is still in progress (b) 26 students (figure denotes the position as at February 2019)

Note:

In parallel, EDB provides additional funding to eligible schools admitting NCS students for supporting NCS students' learning of the Chinese language. It is not uncommon for schools provided with additional funding to deploy their resources to offer Chinese language programmes in collaboration with tertiary institutions and/or non-governmental organisations. The relevant expenses are subsumed under the overall expenditure of the schools and a breakdown of expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7023)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As far as frontline operation is concerned, has a communication and collaboration mechanism been set up between the Education Bureau and the district offices of the Social Welfare Department for supporting families of students with special educational needs?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1302)

Reply:

While the Education Bureau (EDB) and the Social Welfare Department (SWD) have different roles and responsibilities in supporting students with special educational needs (SEN), the EDB has all along maintained communication and cooperation with the SWD to ensure that the work under respective professional aspects, including provision of assessment, treatment and referral for students with SEN and arrangement of rehabilitation services and family support services, are carried out in an orderly manner. Any mutual cooperation is subject to the circumstances of the case involved.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7024)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of primary and secondary school teachers in the territory who attended the Basic, Advanced and Thematic Courses (BAT Courses), which are related to special educational needs, and their cumulative number of these teachers in the past 5 school years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1306)

Reply:

Starting from the 2007/08 school year, the Education Bureau has been providing structured training courses on supporting students with special educational needs pitched at Basic, Advanced and Thematic levels (BAT Courses) for serving teachers in primary and secondary schools. The number of teachers who attended the BAT Courses from the 2013/14 to 2017/18 school years is tabulated as follows:

Course	Teacher	School Year					Total
		2013/14	2014/15	2015/16	2016/17	2017/18	
Basic	Primary	232	230	229	269	303	1 263
	Secondary	412	360	418	521	480	2 191
Advanced	Primary	103	83	116	135	166	603
	Secondary	169	101	169	231	165	835
Thematic	Primary	226	167	208	217	232	1 050
	Secondary	338	347	286	298	315	1 584

As teachers may attend Basic, Advanced and various Thematic Courses at different period of time, the teachers who received training in every school year may be the same ones from the past school years. In addition, there is wastage of teachers due to the reasons of job change, pursuing further studies and retirement, etc. Thus, we are unable to provide the cumulative number of teachers who attended the BAT Courses since the 2007/08 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7025)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It has been said that the enrollment rate for Applied Learning Chinese (for non-Chinese speaking students) courses was at first so low that the entry requirement of the courses was lowered to make the number and there have been complaints about the uneven pace of the lessons in Applied Learning Chinese (for NCS students) and that the classes are not helpful.

Will the Government inform the council of:

(a) How are the students' language ability determined before they join the classes?

(b) What are the requirements for joining Applied Learning Chinese (for non-Chinese speaking students) courses, and did the current students meet the entry requirement before they were granted a spot on the course?

(c) What are the Applied Learning Chinese (for non-Chinese speaking students) course teachers' qualifications? Do these teachers have CSL teaching experience or qualifications?

(d) How does the Government monitor the effectiveness of Applied Learning Chinese courses?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1307)

Reply:

(a) & (b) At the point of entry to Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)), non-Chinese speaking (NCS) students are expected to have achieved most of the learning outcomes of the "Chinese Language Curriculum Second Language Learning Framework" at level 4 or above. Same as choosing other senior secondary subjects, the Government will not assess students' ability in taking the subject, schools should assist NCS students in considering applying for ApL(C) according to their language ability,

interest and aspirations. Current students admitted to ApL(C) should have basic language competency to enable them to learn the Chinese language through different modes of activities in a simulated applied learning context.

(c) For each course, a team of professional members is involved in the course delivery of ApL(C), including the main teaching staff with expertise in Chinese Language and experience in teaching NCS students. Apart from these, there are personnel with related professional and vocational experience to support the delivery.

(d) Similar to other Applied Learning courses, the Education Bureau monitors the effectiveness of ApL(C) through a quality assurance process, involving the relevant Curriculum Development Council committee on curriculum design, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications on delivery, and the Hong Kong Examinations and Assessment Authority on moderation of assessment.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7026)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

(a) The number of ethnic minority students with special educational needs in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2016/17 disaggregated by ethnicity; and

(b) The number of non-Chinese speaking students with special educational needs in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2016/17 disaggregated by ethnicity.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1308)

Reply:

(a) and (b)

As support services for children with special needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau does not maintain the related data. The number of non-Chinese speaking (NCS) ethnic minority students with special educational needs (SEN) and the number of NCS students with SEN in public sector schools by ethnicity and by grade level in the 2016/17 school year are set out at Appendix 1 and Appendix 2 respectively. It is a common practice for special schools to adopt flexible groupings across grade levels and individual education plans to cater for the SEN of the students. Presenting the number of students by grade level is therefore not reflecting the actual operation in special schools. We do not collect relevant data from Direct Subsidy Scheme schools.

Appendix 1

Number of non-Chinese speaking (NCS) ethnic minority students with special educational needs (SEN) in public sector schools by ethnicity and by grade level in the 2016/17 school year

Ethnicity	Special schools	Mainstream primary schools						Mainstream secondary schools					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	10		2		2	2	1	1	1				
Filipino	58	1	8	5	6	7	4	5	2	3	3	3	3
Indian	27	1	5	2	3	3	5	1		2	3	1	1
Pakistani	136	3	9	17	32	35	29	20	19	10	14	10	11
Nepalese	45	4	12	15	9	4	4	2	2		3	1	1
Japanese	12			1	1						1		
Thai	8		1	4	4	4	6	6	2			1	
Korean	4		1	1									
Other Asian	7				1	1	1				1		
White	12		4	2	4	5	1	1		2			
Others	26	1	2	7	5	3	5	8	3	3	2	1	1

Notes:

1. Figures show the position as at September of the 2016/17 school year.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above do not include 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.
5. Figures do not include students in Direct Subsidy Scheme schools.

Number of non-Chinese speaking (NCS) students with special educational needs (SEN) in public sector schools by ethnicity and by grade level in the 2016/17 school year

Ethnicity	Special schools	Mainstream primary Schools						Mainstream secondary schools					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	10		2		2	2	1	1	1				
Filipino	58	1	8	5	6	7	4	5	2	3	3	3	3
Indian	27	1	5	2	3	3	5	1		2	3	1	1
Pakistani	136	3	9	17	32	35	29	20	19	10	14	10	11
Nepalese	45	4	12	15	9	4	4	2	2		3	1	1
Japanese	12			1	1						1		
Thai	8		1	4	4	4	6	6	2			1	
Korean	4		1	1									
Other Asian	7				1	1	1				1		
White	12		4	2	4	5	1	1		2			
Others	48	2	3	10	15	10	16	12	8	9	10	5	4

Notes:

1. Figures show the position as at September of the 2016/17 school year.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above include those students whose ethnicity is Chinese but with Chinese not 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.
5. Figures do not include students in Direct Subsidy Scheme schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7027)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give an account of the assessment accommodation in public examinations that students with special educational needs (SEN) applied for in the past 5 years. Please provide a breakdown by SEN type and accommodation type.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1309)

Reply:

The number of students with special educational needs (SEN) that applied for special examination arrangements (SEA) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 5 years is set out by type of SEN and special examination arrangements at Appendix.

Appendix

Number of Students Applying for Special Examination Arrangements in the HKDSE Examination from the 2014/15 to 2018/19 School Years# (by SEN Type)

Year of Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2015	147	79	217	139	697	467	1 746
2016	115	56	269	128	881	598	2 047
2017	122	58	283	145	1 064	770	2 442
2018	101	55	278	162	1 166	904	2 666
2019*	92	46	219	216	1 318	1 176	3 067

Statistics on the number of candidates whose applications were approved; figures on the number of unsuccessful or opt-out applicants are excluded.

* Figures as at March 2019

Number of Students Applying for Special Examination Arrangements in the HKDSE Examination from the 2014/15 to 2018/19 School Years# (by Type of Special Examination Arrangements)

Year of 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 Word Processor	Use of Screen Reader	Speech to-text Software
2015	1 689^	1 271	9	98	1	151	89	2	24	95	N/A
2016	2 002^	1 624	9	79	2	150	82	8	29	127	N/A
2017	2 404^	1 973	7	78	0	160	82	4	17	170	144
2018	2 619^	2 123	4	76	0	169	76	2	12	194	171
2019*	3 024^	2 447	3	89	5	175	81	3	11	223	226

Statistics on the number of candidates whose applications were approved; figures on the number of unsuccessful or opt-out applicants are excluded.

* Figures as at March 2019

^ Including both written and oral examinations

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7028)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the figures of suicide cases among students in primary and secondary schools over the past 5 years.

2. What policies are adopted by the Government to prevent student suicide?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1310)

Reply:

1.
The Education Bureau (EDB) has required primary and secondary schools to report suspected fatal suicide cases of students to keep in view the situation and provide professional support for the schools concerned as appropriate. The nature and number of fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. The EDB has not captured the relevant information from the Court. Hence, we are unable to provide officially verified figures on students' fatal suicide cases. The number of suspected fatal suicide cases of students as reported by primary and secondary schools to the EDB in the past 5 school years is tabulated as follows:

School Year	Number of Cases
2013/14	10
2014/15	9
2015/16	19
2016/17	19
2017/18	16

2.
The EDB has been encouraging schools to adopt the Whole School Approach directed at three levels, namely "Universal", "Selective" and "Indicated" to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk).

At the Universal level, the EDB has been actively promoting diversified development programmes featuring adventure-based, team building and problem-solving training, such as the "Understanding Adolescent Project" for primary schools, the "Enhanced Smart Teen Project" for secondary schools and the "Pupil Ambassador Scheme on Positive Living", to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. Besides, the EDB and the Department of Health (DH) jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 and 2018/19 school years to enhance students' awareness and understanding of mental health and strengthen their ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding $200,000 through simplified application procedures to organise activities related to the Campaign. Up to February 2019, more than 700 applications were approved under the Joyful@School Campaign.

At the Selective level, starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, the EDB also provides teachers of primary and secondary schools with the "Professional Development Programme for Mental Health", including elementary training for teachers at large and in-depth training for designated teachers with a view to raising their awareness of mental health and enhancing their professional knowledge and skills to identify and support students with mental health needs. The EDB provides public sector mainstream schools with around 2 000 training places for the "Professional Development Programme for Mental Health" in the 2018/19 and 2019/20 school years. Besides, in each school year, the EDB also organises talks, seminars and experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. To help schools identify and support students with mental health needs, the EDB has published "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" which was developed in collaboration with the Hospital Authority (HA) for reference of teachers and school personnel.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with the EDB, the HA and the Social Welfare Department (SWD), has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through a school-based platform.

The EDB works with the Curriculum Development Council to continuously review the primary and secondary curricula in order to better cater for learning differences. The EDB suggests schools coordinate the daily amount of homework assigned so that students can have sufficient time to rest, play and develop their interests. The EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made under the New Academic Structure Review, so as to support schools and meet the diverse learning needs of students. Measures included the following: increasing the flexibility in deploying lesson time; trimming, enhancing or updating the curriculum contents and assessment arrangements, and clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload; arranging for more Applied Learning (ApL) courses to register in the Qualifications Register and increasing learning opportunities for workplace experience; and encouraging students interested in vocational and professional education and training to study one to two ApL courses. The EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about two years to make directional recommendations on the school curriculum to the Government.

Regarding enhancement of family life and parent education, the EDB endeavors to promote home-school co-operation and parent education. The EDB has all along been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in the early identification of their children's emotional problems and fostering positive thinking in their children. Besides, the EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. In parallel, the Education Commission set up the Task Force on Home-school Co-operation and Parent Education in December 2017 to review the existing approach in promoting home-school co-operation and parent education and to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children grow up happily and healthily, and learn effectively through, among others, promotion of correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. Accepting the Task Force’s recommendations, the EDB will provide Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools with additional resources for enhancing home-school co-operation and promoting parent education starting from the 2019/20 school year.

Besides, on the request of the Chief Executive in October 2017, the Labour and Welfare Bureau (LWB) coordinated a cross-bureaux/departments Task Force on Prevention of Youth Suicides (the Task Force). The Task Force was to take stock of the progress of implementation of recommendations set out in the Final Report of the Committee on Prevention of Student Suicides issued in 2016 by the Committee on Prevention of Student Suicides commissioned by the EDB, and to consider if further policy measures and action

should be taken to strengthen the efforts to prevent youth suicides. In addition to the LWB and the EDB, the Task Force also comprises the FHB, the Home Affairs Bureau, the SWD, the DH and the HA. The Chief Executive endorsed the Report of the Task Force on Prevention of Youth Suicides (Task Force Report) in November 2018. The full text of the Task Force Report has been uploaded to the LWB website (https://www.lwb.gov.hk/eng/other_info/TFPYS_Report_(English).pdf).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7029)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the distribution of the numbers of students with special educational needs (SEN) at primary and secondary levels by District Council district and SEN type, as well as their percentage shares in the total number of students in respective districts in the past 5 years.

2. How does the Education Bureau (EDB) account for situations where a particular district has an obviously higher proportion of students with SEN than the other districts and how will it meet the needs of such districts as far as resources and policies are concerned?

3. On the present frontline implementation level, have the EDB and districts offices of the Social Welfare Department set up communication and collaboration mechanisms for supporting families of students with SEN?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1311)

Reply:

1. to 2.

At present, the allocation mechanism for Primary 1 and Secondary 1 places in public sector mainstream schools (i.e. Primary One Admission (POA) System and Secondary School Places Allocation (SSPA) System) is divided into two stages: Discretionary Places (DP) and Central Allocation (CA). At the DP stage and regarding the three unrestricted school choices in Part A of the CA stage, parents may choose schools for their child with no restrictions on district. Besides, parents may approach other schools on their own accord upon the release of the allocation results, and students may transfer to other schools on their own accord when studying at different grades in primary and secondary schools. Hence,

cross-district schooling is not uncommon. Furthermore, under the integrated education policy, all schools have the obligation to admit students with special educational needs (SEN) and provide support services to them according to their needs. With regard to the support for students with SEN, the focus is on providing appropriate assistance to schools in accordance with their individual needs. To analyse the distribution of students with SEN according to the location of schools has no substantial meaning as far as allocation and provision of resources are concerned.

To help public sector mainstream schools cater for students with SEN, on top of regular subvention, the Education Bureau (EDB), has been providing these schools with additional resources, including 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 support academic low 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 in schools, the tier of support they require, the number of classes and the applications of individual schools when need arises, in order to cater for the diverse needs of different schools.

The number of students with SEN studying in public sector mainstream primary and secondary schools by school level and by SEN type from the 2014/15 to 2018/19 school years is set out at Appendix.

3.

While the EDB and the Social Welfare Department (SWD) have different roles and responsibilities in supporting students with SEN, the EDB has all along maintained communication and cooperation with the SWD to ensure that the work under respective professional aspects, including provision of assessment, treatment and referral for students with SEN and arrangement of rehabilitation services and family support services, are carried out in an orderly manner. Any mutual cooperation is subject to the circumstances of the case involved.

Appendix

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and by SEN type from the 2014/15 to 2018/19 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	Mental Illness
2014/15	Primary	8 090	740	3 800	3 270	110	30	270	1 890	-
	Secondary	10 520	910	1 990	3 640	220	90	380	240	-
2015/16	Primary	8 370	660	4 420	3 850	120	30	280	2 100	-
	Secondary	11 020	930	2 380	4 350	190	80	390	300	-
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520	-
	Secondary	11 260	910	2 800	5 090	190	80	350	350	-
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430	-
	Secondary	11 460	830	3 280	5 860	170	70	340	370	-
2018/19	Primary	10 370	760	5 690	5 110	110	40	360	2 510	60
	Secondary	11 430	830	3 840	6 780	150	60	310	360	310

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7030)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give an account of and provide the statistics on the use of the following aids/support services by students with special educational needs under the special education system and the integrated education system in the past 5 years: physiotherapy, occupational therapy, speech therapy, braille books, audiobooks, other assistive devices (please specify the type) and sign language interpretation service.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1312)

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 recommendations of specialists and the consent of 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.

On top of regular teaching provision, special schools are provided with non-teaching staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and brailling staff according to the specific needs of their students. All students in the special schools could benefit from the above specialist services in accordance with their individual needs.

To help public sector mainstream schools cater for students with SEN, the EDB, on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers under different programmes, Top-up Fund for procurement of special furniture/equipment or carrying out minor conversion work for students with disabilities, etc. Schools should deploy the various school resources holistically and flexibly to render appropriate support services to students with SEN, including procuring assistive devices, employing additional teachers and teaching assistants, or hiring professional services such as school-based speech therapy services. As the context of each school differs and school-based support services rendered to students with SEN vary, we do not have detailed statistics about the assistive devices and services provided by schools and their utilisation rate.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7032)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The EDB has provided "Details of newly developed or expanded international schools (From 2010/11 to 2014/15 school years)", including number of places added in primary and secondary schools. How many special educational needs (SEN) supported places have been added? What are the terms of the service agreement with international schools with regards to SEN support promised?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1314)

Reply:

Vacant school premises and greenfield sites for international school development are allocated through an open and competitive school allocation exercise (SAE) in accordance with prevailing practice. Support to students, including students with SEN, has all along been a major consideration when assessing applications received under SAE for international school development. Favourable consideration will be given to applications which propose appropriate measures to support students with SEN. Under the Service Agreement entered with the Education Bureau, the successful applicants are required to operate the school according to the school proposal submitted, including the proposed support measures for students with SEN (if any). In the last SAE completed in 2015, all of the five successful applicants have included support measures for students with SEN in their school proposals, such as measures to facilitate identification of SEN of students, as well as different approaches to facilitate learning of students with SEN. Some have also specified that they would set aside manpower/resources to specifically cater for the needs of these students.

The number of students with SEN in the English Schools Foundation schools and other private international schools from the 2014/15 to 2018/19 school years is at the **Annex**. As far as we understand, most of the other private international schools do not specifically put a ceiling on the number of places for students with SEN, and we do not have readily available information in this respect.

Annex

Number of students with special educational needs (SEN) in the English Schools Foundation (ESF) schools and other private international schools from the 2014/15 to 2018/19 school years

School Year	ESF		Other Private International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
2014/15	136	256	329	163	465	419
2015/16	230	435	385	175	615	610
2016/17	245	565	323	179	568	744
2017/18	439*	422*	404	284	843	706
2018/19	365	458	482	348	847	806

* The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to the EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school in the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

Notes:

(1) Figures refer to the position as at September of the respective school years.
(2) Statistics cover students with SEN under integrated classes / special classes / special school in the ESF and other private international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7033)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Committee of:

(1) whether all official information of the Education Bureau is available in both Chinese and English, our official languages;

(2) the number of English-language parent briefing sessions conducted on the Primary One Allocation and Secondary School Places Allocation systems; the districts in which they were conducted; and the number of parents who have attended these sessions in 2013/14, 2014/15, 2015/16 and 2016/17 respectively;

(3) the number of dedicated briefing sessions conducted with simultaneous interpretation services for NCS parents on the Primary One Allocation and Secondary School Places Allocation systems; the districts in which they were conducted; and the number of parents who have attended these sessions in 2013/14, 2014/15, 2015/16 and 2016/17 respectively;

(4) the list of information disseminated or publications published by the Education Bureau, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choices, that are only available in Chinese but not English;

(5) the list of information disseminated or publications published by the Education Bureau, including its school directories and reports on schools' qualities, particularly those that inform parents and students of their school choices, that are available in both printed and web versions in Chinese but only available in web versions in English;

(6) the list of information disseminated or publications published by the Education Bureau, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choices, that are available in languages other than Chinese and English, and what languages they are available in; and

(7) if some information about schools and the education system given by the Education Bureau is available in Chinese only, how non-Chinese speaking parents can make an informed school choice for their children and whether the Education Bureau can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1316)

Reply:

(1) In general, official information of the Education Bureau (EDB) published on the Bureau's website would be made available in both Chinese and English for general reference by the public where appropriate.

(2)&(3) To facilitate participation of non-Chinese speaking (NCS) students and their parents in the Primary One Admission (POA) system and the Secondary School Places Allocation (SSPA) system, dedicated briefing sessions in English with simultaneous interpretation services in major ethnic minority (EM) languages are organised annually in two modes, including briefing sessions open to all parents of NCS students and briefing sessions for parents of NCS students in individual kindergartens or primary schools upon their requests. In the school years from 2013/14 to 2016/17, 9 sessions on POA which were open to all parents of NCS students were organised annually in Wan Chai, Kwun Tong and Kowloon City, which are easily accessible to parents. The number of participating parents in the briefing sessions was 333, 316, 311 and 269 from the 2013/14 to 2016/17 school years respectively. As regards SSPA, since it is not uncommon for primary schools to offer counselling on admission to Secondary 1 specifically on school choices to Primary 6 students and their parents, 1 briefing session open to all parents of NCS students was organised annually in Sham Shui Po from the 2013/14 to 2016/17 school years and the number of participating parents was 70, 66, 73 and 68 respectively. We have not kept a separate record of the briefing sessions organised on the request of individual kindergartens or primary schools, which may vary over the years, and are therefore unable to provide the related number.

(4)&(5) All information related to school choices is available in both Chinese and English on the Bureau's website. Relevant information is also published in other language versions where applicable to facilitate the reference by NCS communities.

(6) EDB is committed to encouraging and supporting NCS students' integration into the community, facilitating their adaptation to the local education system and mastery of the Chinese language. All relevant information is published in Chinese and English and there is a designated webpage on education services for NCS students. For the series of information and publications published in Chinese and English, we also provide NCS students and their parents with translations in major ethnic minority languages. Details are tabulated at Annex.

(7) As elucidated in (6) above, information about the education system and schools provided by EDB is not in Chinese only. EDB has been actively promoting parent education, emphasising that parents (including parents of NCS students) should take into account the aspirations and needs of their children when making school choices, and encouraging parents of NCS students to consider arranging for their children to study in schools which can provide an immersed Chinese language learning environment. Parents of NCS students, like other parents, are encouraged to join the on-site school visits organised by individual schools and Federations of Parent-Teacher Associations on a district basis to learn more about the schools so as to choose a suitable school for their children. EDB will continue organising dedicated briefing sessions with simultaneous interpretation services for parents of NCS students. In tandem, EDB will continue encouraging schools to organise school visits for parents (including parents of NCS students) on a school/district basis to enable them to get to know more about the schools before making school choices. Since the 2015/16 school year, the Committee on Home-School Co-operation has published the English printed version of the School Profiles for distribution to parents of NCS students studying at K3 and Primary 6 levels via KGs and primary schools for their easy access to the information in the School Profiles. To provide parents with more comprehensive information on making school choices, starting from the 2018/19 school year, a separate column on "Education Support for NCS Students" has been added to the School Profiles. All public sector schools and Direct Subsidy Scheme schools provided with the additional funding are required to specify that additional support, including after-school support, is provided for their NCS students in learning of the Chinese language. EDB encourages schools to keep enriching the English contents of their School Profiles and school webpages. Furthermore, EDB has set up a hotline for NCS students and their parents, and if necessary, interpretation services can be arranged through the Centre for Harmony and Enhancement of Ethnic Minority Residents funded by the Home Affairs Department.

Annex

Information or publications released by EDB as mentioned in part (6)	**Language versions other than English and Chinese**
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Brief on Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Kindergarten Education Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Kindergarten Education Scheme – 2019/20 School Year Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Free Quality Kindergarten Education Policy – Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Knowing More About Children's Learning – Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Primary One Admission – Notes on How to Complete the "Application Form for Admission to Primary One"	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

Information or publications released by EDB as mentioned in part (6)	**Language versions other than English and Chinese**
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Applied Learning Chinese (for non-Chinese speaking students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7034)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of school children and teenagers who made non-refoulement claims in the past 5 years, as well as the distribution of the locations of their schools and their education levels.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1322)

Reply:

Non-refoulement claimants who are children and teenagers can approach the schools they prefer directly to apply for admission or seek placement assistance from the Education Bureau (EDB). After placement assistance has been arranged by EDB, their admission status may still change (because of school transfer on their own accord, departure from Hong Kong, etc.), and they are not required to notify EDB of whether they have eventually enrolled in schools through their own applications or EDB's arrangements. Besides, schools do not have to state whether their newly-admitted students have made non-refoulement claims when submitting information on new admissions to EDB under the existing mechanism. Hence, we do not have complete and accurate data in this regard.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7039)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

EDB has previously said that "all information related to school choices is available in both Chinese and English on the Bureau's website," and that EDB is "committed to encouraging and supporting non-Chinese speaking ("NCS") students' integration into the community". Yet, the executive summary on the review of the 'Guide to Pre-Primary Curriculum' (2006) in 2016 was only available in Chinese; parents' talk are published on a very obscure page and EDB did not promote events to ethnic minority parents when interpretation services have been arranged; even the webpage on "Chinese Language Curriculum Second Language Adapted Learning Framework" is in Chinese only. Will the Government inform this Council of:

(a) whether all official information of EDB is available in both Chinese and English, our official languages;

(b) the number of English-language parent briefing sessions conducted on the Kindergarten Admission, Primary One Allocation and Secondary School Places Allocation systems; the districts in which they were conducted; and the number of parents who have attended these sessions in 2014/15, 2015/16 and 2016/17;

(c) the number of dedicated briefing sessions conducted with simultaneous interpretation services for NCS parents on the Kindergarten Admission, Primary One Allocation and Secondary School Places Allocation systems; the districts in which they were conducted; and the number of parents who have attended these sessions in 2014/15, 2015/16 and 2016/17;

(d) the list of information disseminated or publications published by EDB, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choice, that are only available in Chinese but not English;

(e) the list of information disseminated or publications published by EDB, including its school directories and reports on schools' qualities, particularly those that inform parents and students of their school choice, that are available in both printed and web versions for the Chinese language but only in web version for the English language (i.e. without the printed English version);

(f) the list of information disseminated or publications published by EDB, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choice, that are available in languages other than Chinese and English, and what languages they are available in, location where this information can be accessed;

(g) if some information about schools and the education system given by EDB is available in Chinese only, how NCS parents can make an informed school choice for their children and whether EDB can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice;

(h) how will EDB improve its communication with NCS parents and better promote EDB policies and school information to parents given not all information is equally bilingual; and

(i) what means have EDB adopted to disseminate the relevant information and leaflet to NCS parents (e.g. list out number of locations where NCS parents can access these leaflets).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1655)

Reply:

(a) In general, official information of the Education Bureau (EDB) published on the Bureau's website would be made available in both Chinese and English for general reference by the public where appropriate.

(b)&(c) Notwithstanding that admission to kindergartens (KGs) is a school-based matter, in 2014, EDB introduced the Admission Arrangements for Nursery (K1) Classes in KGs (K1 Admission) for all KGs joining the Pre-primary Education Voucher Scheme, with a view to improving the KG admission procedures and better utilising the KG places. Starting from June 2014, briefing sessions have been organised for parents to facilitate their understanding of K1 Admission, including dedicated briefing sessions conducted in English for parents of non-Chinese speaking (NCS) children. As a starting point, in 2014, 1 dedicated briefing session for parents of NCS children was organised in Yau Tsim Mong, and in 2015, 2 similar sessions were organised in Wong Tai Sin and Tuen Mun. The respective number of participants was 28 and 53 for 2014 and 2015. In 2016 and 2017, we organised briefing sessions in collaboration with the Support Service Centres for Ethnic Minorities funded by the Home Affairs Department (HAD). To reach out

to parents of NCS children, in 2017, we released information on briefing sessions through ethnic minority (EM) newspapers. In these 2 years, 7 dedicated briefing sessions were organised in Kwai Tsing, Kwun Tong, Tuen Mun, Wan Chai, Wong Tai Sin, Yau Tsim Mong and Yuen Long, and the respective turnout was 157 and 86. Simultaneous interpretation services in major EM languages were provided as appropriate at all of these briefing sessions. In addition to directly reaching out to parents of NCS children through the above-mentioned briefing sessions, we also capitalise on the networks that non-governmental organisations have established with NCS communities to disseminate information related to K1 Admission.

To facilitate participation of NCS students and their parents in the Primary One Admission (POA) system and the Secondary School Places Allocation (SSPA) system, dedicated briefing sessions in English with simultaneous interpretation services in major EM languages are organised annually in two modes, including briefing sessions open to all parents of NCS students and briefing sessions for parents of NCS students in individual kindergartens or primary schools upon their requests. In the school years from 2014/15 to 2016/17, 9 sessions on POA which were open to all parents of NCS students were organised annually in Kwun Tong and Kowloon City, which are easily accessible to parents. The number of participating parents in the briefing sessions was 316, 311 and 269 from the 2014/15 to 2016/17 school years respectively. As regards SSPA, since it is not uncommon for primary schools to offer counselling on admission to Secondary 1 specifically on school choices to Primary 6 students and their parents, 1 briefing session open to all parents of NCS students was organised annually in Sham Shui Po from the 2014/15 to 2016/17 school years and the number of participating parents was 66, 73 and 68 respectively. We have not kept a separate record of the briefing sessions organised on the request of individual kindergartens or primary schools, which may vary over the years, and are therefore unable to provide the related number.

(d)&(e) All information related to school choices is available in both Chinese and English on the Bureau's website. Relevant information is also published in other language versions where applicable to facilitate the reference by NCS communities.

(f)&(i) EDB is committed to encouraging and supporting NCS students' integration into the community, facilitating their adaptation to the local education system and mastery of the Chinese language. All relevant information is published in Chinese and English and there is a designated webpage on education services for NCS students. For the series of information and publications published in Chinese and English, we also provide NCS students and their parents with translations in major EM languages. Relevant details and the locations where the information can be accessed are tabulated at Annex.

(g)&(h) As elucidated in (f) and (i) above, information about the education system and schools provided by EDB is not in Chinese only. EDB has been actively promoting parent education, emphasising that parents (including parents of NCS students) should take into account the aspirations and needs of their children when making school choices, and encouraging parents of NCS students to consider arranging for their children to study in schools which can provide an immersed Chinese language learning environment. Parents of NCS students, like other parents, are encouraged to join the on-site school visits organised by individual schools and Federations of Parent-Teacher Associations on a district basis to learn more about the schools so as to choose a suitable school for their children. EDB will continue organising dedicated briefing sessions with simultaneous interpretation services for parents of NCS students. In tandem, EDB will continue encouraging schools to organise school visits for parents (including parents of NCS students) on a school/district basis to enable them to get to know more about the schools before making school choices. Since the 2015/16 school year, the Committee on Home-School Co-operation has published the English printed version of the School Profiles for distribution to parents of NCS students studying at K3 and Primary 6 levels via KGs and primary schools for their easy access to the information in the School Profiles. To provide parents with more comprehensive information on making school choices, starting from the 2018/19 school year, a separate column on "Education Support for NCS Students" has been added to the School Profiles. All public sector schools and Direct Subsidy Scheme (DSS) schools provided with the additional funding are required to specify that additional support, including after-school support, is provided for their NCS students in learning of the Chinese language. EDB encourages schools to keep enriching the English contents of their School Profiles and school webpages. Furthermore, EDB has set up a hotline for NCS students and their parents, and if necessary, interpretation services can be arranged through the Centre for Harmony and Enhancement of Ethnic Minority Residents funded by HAD.

Moreover, starting from the 2014/15 school year, all public sector schools and DSS schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. In addition to the implementation of the "Chinese Language Curriculum Second Language Learning Framework", schools receiving the additional funding are also required to make optimal use of the funding to create an inclusive learning environment in schools. According to the actual experience in the past few years, the schools concerned have generally deployed about 10% of the additional funding provided for appointment of EM assistants and/or procurement of translation services to strengthen communication with parents of NCS students and organise multi-cultural activities.

Annex

Information or publications released by EDB as mentioned in part (f) and (i)	**Language versions other than English and Chinese**	**Means of access**
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	• Regional Education Offices, School Places Allocation Section, and Placement and Support Section of EDB • Federations of Parent-Teacher Associations of all districts • Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD • Maternal and Child Health Centres of Department of Health (DH) • Respective consulate generals
Brief on Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Leaflet on Kindergarten Education Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Poster on Kindergarten Education Scheme – 2019/20 School Year Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Leaflet on Free Quality Kindergarten Education Policy – Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB YouTube Channel

Information or publications released by EDB as mentioned in part (f) and (i)	Language versions other than English and Chinese	Means of access
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	• Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency • Website of SFO • Primary and secondary schools • Kindergartens and child care centres • District Social Welfare Offices of the Social Welfare Department (SWD) • Regional Education Offices of EDB • Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD • Maternal and Child Health Centres of DH
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	• SFO • Website of SFO • Primary and secondary schools • Kindergartens and child care centres • District Social Welfare Offices of SWD • Regional Education Offices of EDB • Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD • Maternal and Child Health Centres of DH
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Knowing More About Children's Learning – Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Kindergartens and child care centres which target students attend
Primary One Admission – Notes on How to Complete the "Application Form for Admission to Primary One"	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Kindergartens and child care centres which target students attend

Information or publications released by EDB as mentioned in part (f) and (i)	**Language versions other than English and Chinese**	**Means of access**
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Via postal service to all parents whose children are participating in Central Allocation
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Support Service Centres for Ethnic Minorities of HAD
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	• Website of EDB • Primary schools participating in SSPA
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Primary schools participating in SSPA
Applied Learning Chinese (for non-Chinese speaking students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 7040)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the Primary One Allocation process, the Education Bureau asks parents/guardians to indicate on the "Application Form for Admission to Primary One" if the applicant child "Cannot use Chinese as learning medium" (item 7 on the application form). In addition, according to the "Notes on How to Complete the 'Application Form for Admission to Primary One'" published by the Education Bureau in 2015, 2016 and 2017, "if parents/guardians claim, on the application form, that the applicant child cannot use Chinese as the learning medium," they may choose from a list of eight schools, listed in Appendix 3 of the document, that traditionally admit more non-Chinese speaking students. Will the government also inform the Council:

(a) how many applicants checked the option "Cannot use Chinese as learning medium" on the "Application Form for Admission to Primary One" in the 2014/15, 2015/16, 2016/17 and 2017/18 school years admission respectively;

(b) what percentage of the students who checked the option "Cannot use Chinese as learning medium" entered one of the eight schools listed in the Appendix 3 of the "Notes on How to Complete the 'Application Form for Admission to Primary One'" in the 2014/15, 2015/16, 2016/17 and 2017/18 school years admission respectively;

(c) why providing Appendix 3 does not constitute a "labelling effect" on the listed schools and contribute towards the phenomenon of de facto segregation when non-Chinese speaking ("NCS") parents wanted schools with English as a medium of instruction ("MOI") rather than schools that traditionally accept a large number of NCS students[1]? Will the Government consider extending the list to cover either schools that use English as MOI for NCS students or schools that has accepted NCS students? If no, the reasons;

(d) the number of public primary schools (including DSS schools) which received grants to support NCS students in Chinese learning in the past 4 years; and

(e) the number of public primary schools that offer English as the primary MOI for non-language subjects, the number of public primary schools which make MOI adjustment for NCS students and their respective additional funding involved (if applicable).

[1] Para 28 and 29, Panel on Education, minutes of meeting of the public hearing on 9 Jan, 2006, LC Paper No. CB(2)1044/05-06 - http://www.legco.gov.hk/yr05-06/english/panels/ed/minutes/ed060109.pdf

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1656)

Reply:

(a) The number of applicants who chose the option "Cannot use Chinese as learning medium" on the application form for Primary One Admission (POA) is 679, 700, 756 and 648 in the 2014/15, 2015/16, 2016/17 and 2017/18 school years respectively.

(b) The percentage of students who chose the option "Cannot use Chinese as learning medium" and were subsequently admitted by the listed schools is 52.3%, 48%, 46.4% and 43.5% in the 2014/15, 2015/16, 2016/17 and 2017/18 school years respectively.

(c) and (e) It is the policy of the Education Bureau (EDB) to encourage parents of non-Chinese speaking (NCS) applicant children to choose schools with an immersed Chinese language environment to facilitate their children's learning of the Chinese language, early adaptation to the local education system and integration into the community. The current arrangement of providing the list of primary schools traditionally admitting more NCS students (i.e. Appendix 3) in the "Notes on How to Complete the Application Form for Admission to Primary One" (the Notes) for POA mainly aims to cater for the needs of the parents of NCS students. EDB revised the Central Allocation arrangements for NCS students in POA 2004 to enable all NCS students, like their Chinese-speaking counterparts, to choose only primary schools from the Choice of Schools List of their residing school net under Part B of Central Allocation, so that they may benefit from an immersed Chinese language environment of the "mainstream" primary schools and become more able to adapt to the local curriculum and integrate into the community. However, some parents whose NCS children were allocated to "mainstream" primary schools were worried about this arrangement. To balance different concerns, EDB has adopted the prevailing arrangements since POA 2005. Parents of NCS students may indicate in the POA application form that the applicant child "Cannot use Chinese as learning medium" so that they can also choose in Part B of Central

Allocation primary schools traditionally admitting more NCS students in other school nets, i.e. those listed in Appendix 3 of the Notes, in addition to the schools within their residing school net. Stakeholders generally agree to such arrangements.

To avoid misunderstanding among parents of NCS students that they can only choose the schools listed in Appendix 3 and to encourage them to choose "mainstream" primary schools, EDB has included in Note 3 of the Notes a message to encourage parents of NCS applicant children to choose schools with an immersed Chinese language environment to facilitate their children's learning of the Chinese language, and to remind these parents that the majority of public sector schools (including the primary schools within their residing school net) provide an immersed Chinese language environment. EDB has also stated clearly in the message that the schools listed in Appendix 3 are only for the reference of parents who are still in need. In recent years, EDB has provided parents of NCS students with more information and support in respect of making school choices, including the addition of a new column on "Education Support for NCS Students" in the Primary School Profiles starting from the 2018/19 school year for primary schools to disseminate information about their support for NCS students. EDB will keep in view the needs of parents of NCS students in respect of making school choices, continue to listen to the views of various sectors on the POA mechanism (including whether Appendix 3 should be retained), and make timely improvement when necessary.

Public sector primary schools mostly adopt Chinese as the medium of instruction, which is conducive to the creation of an immersed Chinese language environment to help NCS students learn the Chinese language and adapt to the local education system. EDB has not compiled statistics on public sector primary schools adopting English as the primary medium of instruction in non-language subjects, or adapting the medium of instruction for NCS students.

(d) Starting from the 2014/15 school year, EDB has substantially increased the additional funding for schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools, and the creation of an inclusive learning environment in schools. All public sector schools and Direct Subsidy Scheme schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. From the 2015/16 to 2018/19 school years, the number of schools concerned is 197, 216, 228 and 241 respectively. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the "Learning Framework". Based on the experience of the schools concerned, additional

support in learning Chinese is mainly provided after school or during school holidays as appropriate. Starting from the 2014/15 school year, they may apply for an additional funding of $50,000 per year on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. From the 2015/16 to 2018/19 school years, 83, 179, 213 and 213 (provisional) schools received additional funding for the provision of after-school Chinese language support programmes respectively.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7041)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

A systematic data collection and collation mechanism is conducive to informing policy and decision-making. Data disaggregated by race, ethnicity, gender, age, and other variables is important to implementing effective evidence-based governance. In this regard, will the Government inform the Council:

1. Please tabulate by district, the number of primary and secondary schools (government, aided and DSS) from "0", "1 to 9", "10 to 25", "26 to 50", "51 to 75", "76 to 90", and "91 and above" and the percentage of non-Chinese speaking ("NCS") students among all students of these schools from 2014/15 to 2017/18.

2. Please tabulate by district, the number of primary and secondary schools where NCS students account for "0%", "> 0% – 10%", "> 10% – 20%", "> 20% – 30%", "> 30% – 40%", "> 40% – 50%", "> 50% – 60%", "> 60% – 70%", "> 70% – 80%", "> 80% – 90%", and "more than 90%" of the student population from 2014/15 to 2017/18.

3. Please tabulate by district, the number of primary and secondary schools where ethnic minority students account for "0%", "> 0% – 10%", "> 10% – 20%", "> 20% – 30%", "> 30% – 40%", "> 40% – 50%", "> 50% – 60%", "> 60% – 70%", "> 70% – 80%", "> 80% – 90%", and "more than 90%" of the student population from 2014/15 to 2017/18.

4. If the Government cannot provide the data above by district, please inform the Council of the reasons and how the Council can monitor whether there is de facto racial segregation in the education system?

5. Given that the Education Bureau said it is committed to facilitating the integration of NCS students and providing education-related information to NCS parents and students, please inform the Council how parents can obtain the data above; and if parents have no way to find out which schools have a high proportion of ethnic

minority students, whether the Education Bureau can still claim that high concentration of ethnic minority students in certain schools is a result of parental choice?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1657)

Reply:

1. to 3. According to the information collected through the annual Student Enrolment Survey, the number of schools with non-Chinese speaking (NCS) students ranging from "0", "1 to 9", "10 to 25", "26 to 50", "51 to 75", "76 to 90" to "91 or more" and the percentage of NCS students among all students of individual schools, as well as the respective percentage of NCS students and NCS ethnic minority (EM) students among all students of individual schools ranging from "0%", ">0% - 10%", ">10% - 20%", ">20% - 30%", ">30% - 40%", ">40% - 50%", ">50% – 60%", ">60% - 70%", ">70% - 80%", ">80% - 90%" to ">90%" from the 2014/15 to 2017/18 school years are tabulated at Annex A, Annex B and Annex C respectively. Since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students, the two sets of data in Annex B and Annex C are not comparable.

4. To avoid unnecessary misconception and possible labelling on individual schools, we have been adopting a cautious approach and adhering to the established practice of not disclosing information that may indicate the situation of individual schools concerned in respect of issues such as the number or ratio of academically low achievers, students with special educational needs, students from needy families, NCS students, etc.. Hence, we will not provide data by district.

Although data by district is not provided, Annex B has shown the percentage of NCS students among all students of these schools. We also note the concern about the provision of an immersed Chinese language environment by individual schools with a higher percentage of NCS students to facilitate their learning of the Chinese language. Stakeholders generally consider it necessary to take into account the worries and views of some NCS students and their parents about school choice as well as concerns of schools. On balancing the views of different stakeholders, the Education Bureau (EDB) revised, in the 2013/14 school year, the mode of support to schools admitting NCS students by abolishing the so-called "designated schools" system. Starting from the 2014/15 school year, EDB has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. All public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting 10 or more NCS

students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted.

Besides, to enable NCS students studying in schools with a relatively higher percentage of NCS students to learn and grow together with Chinese-speaking peers, EDB has been actively encouraging the schools concerned to form learning circles to organise Chinese learning activities and/or apply for the Quality Education Fund to organise programmes which promote cultural diversity, with a view to increasing NCS students' exposure to Chinese and interaction with their Chinese-speaking peers through learning activities outside school. In addition to the implementation of the "Learning Framework", schools receiving the additional funding are also required to make optimal use of the funding to create an inclusive learning environment in schools. The schools concerned generally deploy about 10% of the additional funding for appointment of EM assistants and/or procurement of translation services to strengthen communication with parents of NCS students and organise multi-cultural activities. Some schools which have admitted more NCS students have, in collaboration with tertiary institutions, set up a Chinese Language Learning Support Centre in their schools to strengthen the support for the students concerned. They have also actively engaged their NCS students in community activities with a view to enhancing their interaction with Chinese-speaking peers and broadening their exposure to the Chinese language.

5. EDB is committed to encouraging and supporting the integration of NCS students into the community, including facilitating their adaptation to the local education system and mastery of the Chinese language. All relevant information is published in English and Chinese and there is a dedicated webpage on education services for NCS students. The information or publications published with translation into major EM languages provided to NCS students and their parents are tabulated at Annex D. In tandem, EDB will continue promoting parent education actively, emphasising that parents (including parents of NCS students) should take into account the aspirations and needs of their children when making school choices, and encouraging parents of NCS students to consider arranging for their children to study in schools which can provide an immersed Chinese language learning environment to help them learn Chinese. Parents of NCS students, like other parents, are encouraged to join the on-site visits organised by individual schools and Federations of Parent-Teacher Associations on a district basis to learn more about the schools so as to choose a suitable school for their children. Since the 2015/16 school year, the Committee on Home-School Co-operation has published the English printed version of the School Profiles for distribution to parents of NCS students studying at K3 and Primary 6 levels via KGs and primary schools for their easy access to the information in the School Profiles. To provide parents with more comprehensive information on making school choices, starting from the 2018/19 school year, a separate column on "Education Support for NCS Students" has been added to the School Profiles for schools to provide information on relevant support for NCS students. All public sector schools and DSS schools offering the local curriculum and provided with the additional funding are required to specify that additional support, including after-school support, is provided for

their NCS students in learning of the Chinese language. EDB will continue encouraging schools to provide more details of their school-based support measures for NCS students in their School Profiles and/or school webpages for the reference of parents of NCS students. Furthermore, EDB has also made available information on admission to schools in major EM languages. Every year, dedicated briefing sessions with simultaneous interpretation services are organised for parents of NCS students. EDB also encourages schools to organise school visits for parents (including parents of NCS students) to enable them to get to know more about the schools before making school choices.

The prevailing education system, including the school places allocation systems, provides NCS students with equal opportunities for admission to public sector schools as their Chinese-speaking peers. Due to various reasons, including schools' location in districts where more NCS people reside, parents' tendency to arrange for their younger children to study in the same school with their older siblings (at the "Discretionary Places Admission" stage under the Primary One Admission System, applicants applying for enrolment in a school in which their older sibling(s) is/are studying will be admitted by the school), and some parents' preference for schools with rich experience in taking care of NCS students, etc., the ratio of NCS students in some schools is inevitably higher than that in other schools, but there is definitely no racial segregation in any way. Unless the school choices of NCS students are to be strictly restricted, or an upper limit is to be set on the ratio of NCS students in schools, the phenomenon that more NCS students study in schools located in certain districts will not change significantly. However, such measures are not feasible because they will not only limit the school choices of NCS students, but also cause some Chinese-speaking students to be allocated to schools which they have not chosen. We believe that the existing support measures are conducive to encouraging NCS students to choose to study in mainstream schools and facilitating their Chinese learning and integration into the community.

Annex A

Number of schools with non-Chinese speaking (NCS) students (by the number of NCS students) and the percentage of NCS students among all students of individual schools from the 2014/15 to 2017/18 school years

School year	Number of schools/ Percentage of NCS students among all students of individual schools	Number of NCS students						
		0	**1 to 9**	**10 to 25**	**26 to 50**	**51 to 75**	**76 to 90**	**91 or more**
Primary school								
2014/15	Number of schools	152	221	49	18	6	3	24
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-3.6%	1.3%-22.4%	4.2%-51.6%	6.8%-20.4%	14.6%-23.0%	21.0%-98.5%
2015/16	Number of schools	146	217	57	21	6	2	26
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-6.1%	1.1%-29.2%	3.6%-31.8%	8.9%-54.9%	19.8%-21.5%	17.1%-98.8%
2016/17	Number of schools	150	207	61	21	7	4	25
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-3.2%	1.0%-28.6%	2.9%-38.3%	8.1%-24.7%	15.5%-37.7%	16.3%-99.3%
2017/18	Number of schools	150	203	63	22	8	2	27
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-7.2%	1.1%-11.1%	3.2%-32.8%	7.0%-40.0%	20.8%-33.6%	16.2%-99.0%
Secondary school								
2014/15	Number of schools	189	193	36	11	3	1	23
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-3.6%	1.1%-4.0%	2.5%-11.5%	4.5%-23.6%	23.8%	13.9%-98.7%
2015/16	Number of schools	175	193	41	12	8	0	25
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-1.9%	1.0%-7.1%	2.6%-9.4%	4.5%-23.4%	-	15.9%-98.9%
2016/17	Number of schools	180	175	48	18	7	1	25
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-2.4%	1.3%-7.4%	2.9%-9.9%	4.5%-26.1%	37.1%	13.0%-99.1%
2017/18	Number of schools	162	184	56	16	7	3	25
	Percentage of NCS students among all students of **individual** schools	0%	0.1%-2.9%	0.9%-11.4%	3.4%-7.7%	4.3%-26.5%	11.4%-49.5%	14.3%-99.4%

Notes:

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

Annex B

Number of schools with NCS students
(by the percentage of NCS students among all students of individual schools)
from the 2014/15 to 2017/18 school years

Percentage of NCS students among all students of individual schools)	Number of primary schools				Number of secondary schools			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
0%	152	146	150	150	189	175	180	162
>0% - 10%	278	289	284	282	240	251	245	259
>10% - 20%	12	8	8	11	5	3	3	6
>20% - 30%	8	9	11	9	7	7	6	5
>30% - 40%	2	2	4	7	2	3	4	3
>40% - 50%	3	3	2	3	3	3	2	3
>50% - 60%	2	4	3	0	1	3	4	5
>60% - 70%	3	2	2	2	3	3	3	1
>70% - 80%	3	3	2	2	2	2	3	5
>80% - 90%	3	3	4	6	2	2	2	2
>90%	7	6	5	3	2	2	2	2

Notes:
1. Figures refer to the position as at September of the respective school years.
2. Figures cover public sector and DSS schools. Figures do not cover special schools.
3. NCS students cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

Number of schools with NCS ethnic minority (EM) students (by the percentage of NCS EM students among all students of individual schools) from the 2014/15 to 2017/18 school years

Percentage of NCS EM students among all students of individual schools	Number of primary schools				Number of secondary schools			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
0%	172	164	164	162	216	196	199	175
>0% - 10%	261	271	271	274	214	230	226	249
>10% - 20%	13	12	11	10	5	3	5	5
>20% - 30%	4	7	8	8	6	7	4	3
>30% - 40%	3	1	4	6	2	3	4	3
>40% - 50%	4	3	2	2	3	3	2	4
>50% - 60%	0	3	2	0	2	3	3	3
>60% - 70%	4	2	2	2	2	3	4	3
>70% - 80%	3	3	2	3	2	1	3	3
>80% - 90%	3	3	4	5	1	2	1	2
>90%	6	6	5	3	2	2	2	2

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover public sector and DSS schools (among which 1 DSS school offering non-local curriculum is excluded for not having provided information on students' ethnicity). 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 NCS students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

Annex D

Information or publications published by the Education Bureau as mentioned in part (5)	**Language versions besides English and Chinese**
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Brief on Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Kindergarten Education Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Kindergarten Education Scheme – 2019/20 School Year Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Free Quality Kindergarten Education Policy – Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Knowing More About Children's Learning – Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Primary One Admission – Notes on How to Complete the "Application Form for Admission to Primary One"	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)

Information or publications published by the Education Bureau as mentioned in part (5)	**Language versions besides English and Chinese**
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Applied Learning Chinese (for non-Chinese speaking students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7042)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of:

1. the number and male-to-female ratio of school-attending youngsters/children who had to change school because of domestic violence in each of the past 5 years;

2. the learning progress of these students after changing school (e.g. whether they needed to repeat class or attend remedial lesson);

3. whether there are school measures to support these students; if yes, the details; if no, the reasons; and

4. whether provision has been earmarked for students who have to change school because of domestic violence in the coming school year.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1658)

Reply:

1. to 3.

The Education Bureau (EDB) does not have 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. The EDB provides placement assistance to school-age children upon request. If there is information indicating that the school transfer warrants schools' particular attention, the EDB will contact the schools concerned for appropriate arrangement to meet the specific needs of the 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 programme, 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 aptitude, with a view to helping students solve their learning difficulties and handling their behavioral problems as appropriate.

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 Guide for Handling Intimate Partner Violence Cases" and the "Procedural Guide for Handling Child Abuse Cases" issued by the Social Welfare Department (SWD). The EDB has also updated the relevant circular and documents in August 2018 to provide more detailed and clearer guidelines for schools in handling suspected cases involving child abuse and domestic violence, thus further enhancing the ability and alertness of school personnel in identifying traits of children who have been abused or affected by domestic violence. To enhance front-line teachers' awareness in early identification and support of students affected by domestic violence, the EDB has collaborated with the SWD and the Police to organise an annual "Seminar on Identification and Intervention for the Student Affected by Abuse and Domestic Violence".

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 2 to Secondary 5 students. The EDB will deploy more resources to enhance these 2 programmes, incurring an annual additional expenditure of around $26 million. The EDB also encourages schools to make use of teaching resources, such as lesson plans on "Prevention and Helping 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.

4. The EDB has been providing schools with various resources to meet students' adjustment needs in whole person development. It is not possible to apportion the expenditure involved for the students requiring school transfer because of domestic violence.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7043)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With regard to the admission of students with special needs by primary and secondary schools in the past 5 years, 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		
More than 50		

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1660)

Reply:

The number of public sector mainstream primary and secondary schools by number of students with special educational needs (SEN) from the 2014/15 to 2018/19 school years is tabulated as follows:

No. of Students with SEN (Note)	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	0	0	0	0	0	0	0	0	0
1-5	5	24	5	14	1	8	1	3	3	1
6-10	13	51	13	37	10	29	7	19	4	10
11-20	31	73	29	73	30	64	25	64	24	51
21-30	82	46	50	57	38	63	30	62	21	65
31-40	106	32	110	30	73	32	68	43	44	47
41-50	89	21	87	22	99	27	95	25	88	29
More than 50	126	145	160	157	203	167	228	173	272	186

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

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7044)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of:

1. the number of educational psychologists (EPs) serving in primary, secondary and special schools by school type (i.e. government, aided, Direct Subsidy Scheme and private schools) in the past 5 years;

2. the average and median waiting time for EP service in the past 5 years;

3. the average number of cases handled by each EP, and the average, highest and lowest number of school visits conducted by district and school type (i.e. government, aided and Direct Subsidy Scheme primary and secondary schools, and special schools) in the past 5 years;

4. the most common services currently provided by schools for students with various special educational needs (SEN);

5. the current position of "progressively improving the ratio of EP to schools to 1:4" and the estimates for this initiative;

6. the wastage rate and number of vacancies of EPs by school type (i.e. government, aided, Direct Subsidy Scheme and private schools) in the past 5 years;

7. the number of cases of suspected dyslexia pending student assessment by EPs, with a breakdown by primary and secondary schools and class level; and

8. the support and accommodation currently provided by schools for students suspected to have SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1663)

Reply:

1., 3., 5. and 6.
Starting from the 2016/17 school year, all public sector mainstream primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). The Education Bureau (EDB) has further enhanced the SBEPS (Enhanced SBEPS) by progressively enhancing the ratio of educational psychologist (EP) to school to 1:4 in public sector mainstream schools with comparatively large number of students with special educational needs (SEN). The goal is that about 60% of schools will receive the Enhanced SBPES by the 2023/24 school year, while the ratio for the remaining 40% of schools will be enhanced to 1:6. In the 2018/19 school year, the Enhanced SBEPS covers 119 schools. The revised estimate for the provision of the SBEPS for public sector mainstream schools is $173 million in the 2018/19 school year.

From the 2014/15 to 2018/19 school years, the respective numbers of EPs providing the SBEPS for public sector mainstream primary and secondary schools are 99, 114, 138, 144 and 151, and their respective wastage rates are 2.5%, 6.7%, 0%, 3.8% and 5.9%. When an EP resigns, the EDB or school sponsoring body (SSB) will engage a replacement as soon as possible and there is a chance that the vacancy can be filled within the school year. During the vacant period, EPs of the SSB or the EDB will shoulder up the provision of support for the schools concerned. Hence, providing the number of EP vacancies by school year is not meaningful. Under the SBEPS (including Enhanced SBEPS), each EP serves 6 to 10 public sector mainstream primary and secondary schools, in general 7 to 8 schools. EPs visit their schools regularly throughout the school year. The number of visit days paid to each school varies, depending on the needs of the schools and their students. The average number of visit days to each school is around 20 per school year, while for schools receiving the Enhanced SBEPS, the average number of visit days to each school is around 30.

The respective EP establishments in aided special schools in the past 5 years are 17, 17, 17, 19 and 19. As the educational psychology service for aided special schools are provided by EPs employed by the SSBs or school clusters, we have no information pertaining to the number of school visits made by EPs of aided special schools, their wastage rates and vacancies in the past 5 years. Generally speaking, EPs pay more visits to special schools than ordinary schools to meet the needs of special schools.

The number of students requiring direct support from EPs varies from school to school, while the level and frequency of support that individual students need also differ. In many cases, EPs need to collaborate with teachers, social workers, etc. to jointly support the students concerned according to the principle of Whole School Approach. Besides, school-based EPs enhance the effectiveness of the support rendered by schools to the students through strengthening the school support system and teachers' knowledge and skills in catering for students' diverse needs. In this regard, all students benefit from the provision of the SBEPS directly or indirectly.

4.
To support public sector mainstream primary and secondary schools to cater for their students with SEN, the EDB, on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. These additional resources include the Learning Support Grant, the Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education (IE) Programme and the Intensive Remedial Teaching Programme, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students based on their SEN, including employment of additional teachers and teaching assistants to provide in-class support or supplemental coaching after class, arrangements of small group learning and pull-out programmes, or hiring professional services (such as school-based speech therapy, other specialist services, training groups on social/communication/executive skills, emotion management, learning strategies, peer activities, etc.). Schools can also apply for the Top-up Fund to procure special furniture and equipment or carry out minor conversion works for students with disabilities if necessary. For students with significant emotional and behavioural problems despite provision of support, the EDB will consider providing the schools with a time-limited grant to employ additional teaching assistants to help students establish classroom routine.

In addition, professional staff of the EDB pay regular visits to schools to render professional advice on schools' IE policies and support measures, teaching strategies, resources deployment, etc. The EDB also provides schools with professional support, including assessment and consultation services by EPs, speech therapists and audiologists, teacher training, development of teaching resources for teachers and parents, etc. to help schools cater for students with SEN. Since the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with SEN pitched at Basic, Advanced and Thematic levels.

2. and 7.
From the 2013/14 to 2017/18 school years, on average about 80% of the cases referred to EPs in public sector mainstream primary and secondary schools were assessed within 2 months, while about 10% were assessed within 2 to 3 months. Some cases with a longer waiting time for assessment were due to their special circumstances. For example, there were cases where parents requested to defer assessment and cases in which assessment had to be held up pending the students' medical treatment. We have no information on the number of cases of students suspected of dyslexia pending assessment by EPs. Since students admitted to aided special schools have already submitted their assessment reports, there is no need for them to be assessed by EPs again. In general, special schools will plan and arrange follow-up assessment or progress review for prospective school leavers based on their transition needs. Hence, there is no need to wait for EP service.

8.
All public sector primary schools have implemented the Early Identification and Intervention Programme for Primary One (P1) Students with Learning Difficulties for the early identification of P1 students suspected of having learning difficulties. For students showing severe or persistent learning difficulties despite the intervention rendered, schools will refer them to EPs or other professionals for assessment as appropriate. Schools can also consult EPs on the educational needs of other students who manifest learning or emotional-behavioural difficulties. EPs will arrange assessment for them or provide

advice for the schools on the support strategies to cater for the students' needs. In addition, the EDB has all along encouraged schools to adopt the "intervention before assessment" principle to provide appropriate support for students displaying learning or emotional-behavioural difficulties without having them to wait for the completion of professional assessment. Schools may work out appropriate support measures in collaboration with EPs, school-based speech therapists or other relevant professionals as necessary. For students who subsequently have to be referred to professionals for assessments, schools may adjust the methods and level of support provided to these students based on the assessment results.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7045)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee:

1. whether the Government will conduct a comprehensive review of the integrated education policy as it has run into many problems after over a decade of implementation;

2. of the existing training requirements for teachers supporting students with special educational needs (SEN);

3. whether the Government has conducted a comparative research on the training requirements for teachers for supporting students with SEN; if so, the details; if not, the reasons;

4. of the proportion of teachers with adequate training, broken down by mainstream and special schools; and

5. of the Government's strategies to provide all teachers with training in respect of supporting students with SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1665)

Reply:

1.
The Government attaches great importance to integrated education (IE). The Whole School Approach (WSA) to 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 schools' deployment of resources and implementation of relevant measures through its daily work, sending officers on study tours to other countries or regions to learn from their experience, and collecting feedback from the sector and stakeholders through different channels. The EDB 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 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 tapping their views on the implementation of IE.

In the light of our on-going review and having considered the need of students and views of different stakeholders, the EDB has introduced a number of enhancement measures in the past few years, including regularising the Enhanced Speech Therapy Grant, introducing the teacher professional development programmes on catering for students with special educational needs (SEN); and enhancing the funding arrangements for the Learning Support Grant (LSG). In addition, starting from the 2016/17 school year, the School-Based Educational Psychology Service (SBEPS) has covered all public sector primary and secondary schools in the territory. The ratio of educational psychologist to school has also progressively improved to 1:4 for schools with a large number of students with SEN. Starting from the 2017/18 school year, the LSG for public sector mainstream primary and secondary schools covers students with mental illness. At the same time, starting from the 2017/18 school year, the EDB has regularised the Pilot Project on Special Educational Needs Coordinators (SENCOs) funded by the Community Care Fund. Each public sector mainstream primary and secondary school is provided with, by phases in 3 years, an additional graduate teaching post to facilitate its assignment of a designated teacher to take up the role of SENCO to support IE. In the 2018/19 school year, around 65% of public sector mainstream primary and secondary schools have been provided with SENCOs, and the provision will be extended to the remaining schools in the 2019/20 school year.

In addition, from the 2019/20 school year, the EDB will implement various enhanced measures on IE, including (i) restructuring various funding schemes on IE, extending the LSG to all public sector mainstream schools in the territory, increasing the grant rate for the Tier-3 support and providing additional permanent teaching posts for schools with comparatively large number of students with SEN; (ii) upgrading the SENCO post to a promotion rank in public sector mainstream schools with a comparatively large number of students with SEN; (iii) further extending the Enhanced SBEPS; (iv) creating school-based speech therapist posts in public sector mainstream schools by phases in 3 years; and (v) providing additional resources under a 3-tier structure to public sector mainstream schools admitting non-Chinese speaking students with SEN. Under the new measures, schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN.

Under the School Development and Accountability Framework, as in other school policies and measures, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation every year. The EDB also requires schools to submit an annual self-evaluation report on the implementation of the WSA to IE to the EDB at the end of each school year, which is validated through External School Review by the EDB. 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 and upload such information onto their school websites. To help schools make effective use of

resources, we have stepped up efforts to monitor and remind schools to better utilise the LSG through various measures, including conducting regular school visits by professional staff of the EDB to advise schools on the deployment of resources for supporting students with SEN, organising experience sharing activities among schools, and issuing reminders to individual schools concerned for making improvement should undesirable situation be detected.

According to our observations and communication with schools, schools are in support of IE. With practical experience accumulated over the years, more and more schools are adopting the WSA in providing appropriate support for students with SEN and successful cases have been seen in schools in respect of culture building, policy formulation and implementation.

2. and 3.
Starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with SEN pitched at Basic, Advanced and Thematic levels (BAT Courses). Taking into account the teacher training profiles as well as the types and number of students with SEN enrolled in mainstream schools, in the 2015/16 school year, we have further raised the training targets for each of the public sector mainstream schools to be achieved by the end of the 2019/20 school year as follows:

(i) at least 15% to 25% of teachers will have completed the Basic Course;
(ii) at least 6 to 9 teachers will have completed the Advanced Course; and
(iii) at least 6 to 9 teachers will have completed the Thematic Courses (with at least 1 teacher completing the course(s) under each category as far as possible).

Since the 2012/13 school year, we have also provided the Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities (TCSST) specifically for special school teachers. With the LSG covering students with mental illness from the 2017/18 school year onwards, the EDB also provides teachers of primary and secondary schools with the "Professional Development Programme for Mental Health", including elementary training for teachers at large and in-depth training for designated teachers with a view to raising their awareness of mental health and enhancing their professional knowledge and skills to identify and support students with mental health needs.

As the education system and policies vary among different countries and regions, it is considered not appropriate to make direct comparison with them in respect of teacher training in supporting students with SEN.

4. and 5.
As at the end of the 2017/18 school year, the percentage of teachers having received special education training in public sector mainstream primary and secondary schools is about 42% and 30% respectively. Under the promotion of the EDB, the percentage of secondary school teachers having received special education training is increasing. As for special schools, about 72% of the teachers have received special education training.

To support schools in arranging teachers to attend BAT Courses, the TCSST and "Professional Development Programme for Mental Health" 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 schools are provided with grants for employing supply teachers accordingly. The EDB will inform mainstream schools annually of the latest training position of the school to facilitate their planning of teachers to attend the BAT Courses and school-based professional development programmes.

Moreover, the EDB also provides teachers with different theme-based training activities, including seminars, workshops and sharing sessions, to share good practices and update teachers on the current trend and approaches in catering for students with SEN.

To better equip prospective teachers with the knowledge and skills in catering for students with SEN, local teacher education universities have included modules related to special education or catering for students with SEN in their pre-service teacher training courses. The EDB has also incorporated topics on catering for student diversity and spearheading the implementation of IE in the Preparation for Principalship Course for Aspiring Principals and induction programme for newly appointed principals to strengthen their leadership skills in the implementation of WSA to IE.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7046)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the details of the complaints received by the Education Bureau from parents of students with special educational needs against primary and secondary schools in the past 5 years.

	Secondary school	Primary school	Others
Total number of complaints			
Number of schools being complained against			
Number of completed cases			
Number of pending cases			
Average time required for waiting			
Average time required for processing			

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1667)

Reply:

The number of complaints received by the Education Bureau (EDB) from parents of students with special educational needs from the 2014/15 to 2018/19 school years and their position are set out in the table below:

School Year	No. of complaints			No. of schools being complained against			No. of completed cases		
	Secondary School	Primary School	Others (Special School)	Secondary School	Primary School	Others (Special School)	Secondary School	Primary School	Others (Special School)
2014/15	0	3	4	0	3	3 (Note)	0	3	4
2015/16	0	6	4	0	6	3 (Note)	0	6	4
2016/17	1	6	9	1	5 (Note)	6 (Note)	1	6	9
2017/18	2	4	7	2	3 (Note)	7	2	4	6
2018/19 (as at 28 February 2019)	2	1	1	2	1	1	1	0	0

Note: Some schools are involved in more than 1 case.

The EDB will handle complaints immediately once received. Thus, we have no statistics on the number of cases waiting to be processed or the average waiting time before a case is processed. The time spent on handling each complaint case depends on its nature and complexity. In general, it takes about 2 to 3 months to handle a formal complaint case and a longer time for complicated cases.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7047)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) What types of complaints did the Education Bureau receive from parents of students with special educational needs at different school levels in the past 5 years?

	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				

(2) What strategies does the Government adopt in handling complaints lodged by parents of students with special educational needs?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1668)

Reply:

(1) The common types of complaints received by the Education Bureau (EDB) from parents of the students with special educational needs (SEN) from the 2014/15 to 2018/19 school years are tabulated as follows:

	Common Types of Complaints		
	Type 1	Type 2	Type 3
Kindergarten	Discrimination	-	-
Primary School	Student Support	Learning Support, School Maladministration	Poor Staff Performance
Secondary School	Student Support	School Maladministration, Discrimination	-
Special School	School Maladministration	Student Safety	Poor Staff Performance

Notes:
(i) EDB refers common types of complaints as the complaints of the same types that appeared more than once.
(ii) During the above period, EDB did not receive any complaints from parents of those students with SEN studying in the universities.

(2) Cultivating a culture of good communication and establishing a well-defined complaint handling system are essential elements of good governance and quality services. All along, the EDB encourages schools to strengthen the communication and cooperation with parents for mutual understanding of their roles and responsibilities in the implementation of integrated education. The EDB requires schools to establish a regular communication mechanism to let parents understand the SEN of their children, participate in the formulation of support plans, review the learning progress and adjust the support measures, etc.

The EDB launched the "Pilot Project on Enhancement of Complaint Management in Schools" (Pilot Project) between the 2012/13 and 2014/15 school years to assist schools to establish or enhance their school-based complaint handling mechanisms and procedures. In view of the positive evaluation results of the Pilot Project, the Enhanced School Complaint Management Arrangements (Enhanced Arrangements) were fully implemented in all public sector and Direct Subsidy Scheme schools with effect from 1 September 2017.

Under the Enhanced Arrangements, schools should formulate their school-based mechanisms and procedures for handling complaints (including complaints related to students with SEN) for use as the basis to discuss with parents for direct solutions. If the school and the complainant cannot arrive at a mutual agreement for a complaint involving disability discrimination, they may submit the case 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 Group (the Group) to solicit views from outsiders. Members of the 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. The Group will review the case in an objective, impartial and fair manner, and put forward settlement proposals to the EDB.

Besides, the EDB will continue to organise suitable courses, seminars and workshops for teachers to enhance their professional capacity in supporting students with SEN and share practices to strengthen cooperation with parents. The EDB will also continue to arrange professional training and networking activities for Special Educational Needs Coordinators (SENCOs) to enhance their professional capacity. The above measures facilitate SENCOs to fulfill their leadership role in strategically promoting the Whole School Approach to integrated education, including enhancing home-school co-operation, so that teachers can work with parents in collaboration to support students with SEN.

The above basic principles (including the formulation of school-based mechanisms and procedures and discussion with the parents on this basis to settle the issues direct) are also applicable to kindergartens. If the school and the complainant cannot reach a consensus, EDB will intervene and provide support as appropriate. The EDB will also invite the Equal Opportunities Commission to explain to the school personnel the points to note under the anti-discrimination ordinances relating to those areas of school administration which might easily arouse misunderstanding (e.g. student admission) so as to strengthen their awareness in this aspect.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7048)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

1. The latest number of teachers who have completed the Basic, Advanced and Thematic Courses (BAT Courses) under the teachers' professional development framework on special education and a breakdown of the number of teachers who have not yet completed the BAT Courses; and

2. How the Administration assesses the current effectiveness of the BAT Courses on special education.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1669)

Reply:

1. and 2.

Starting from the 2007/08 school year, the Education Bureau (EDB) has been providing serving teachers in primary and secondary schools with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT courses). By the 2017/18 school year, the number of public sector mainstream school teachers who have completed the Basic, Advanced and Thematic Courses are 7 299, 2 949 and 6 315 respectively. Apart from the BAT Courses, the EDB has also provided teachers of primary and secondary schools with the "Professional Development Programme for Mental Health". On top of this, the EDB arranges training activities for teachers every school year, such as thematic seminars, conferences, experience sharing sessions and workshops, etc. On the other hand, to better equip prospective teachers with the knowledge and skills in catering for students with SEN, local teacher education universities have also included modules related to special education or catering

for students with SEN in their pre-service teacher training courses in order to enhance their professional capacity to cater for students with SEN when they served as teachers. As such, the number of teachers who have not yet completed the BAT Courses does not fully reflect the position of teacher training in special education in the schools.

We have been monitoring the effectiveness of the BAT Courses through various means, including lesson observations, review meetings with the course providers, analysis of participants' feedback and examination of the evaluation reports by the course providers. After the launch of the BAT Course in the 2007/08 school year, a review of the courses has been conducted, in which the views of school principals and teachers were gauged and the evaluation of the course providers was scrutinised. The findings showed that the BAT Courses were effective in enhancing teachers' knowledge and skills in catering for students with SEN. In view of the positive feedback, we have launched another round of BAT Courses starting from the 2012/13 school year, with appropriate adjustment to the mode and content of the training programmes to better meet the training needs of the teachers. Starting from the 2014/15 school year, we have further strengthened the practicum of the Advanced and Thematic Courses with a view to providing more opportunities for teachers to apply the knowledge acquired. Taking into account of the teacher training profiles as well as the types and numbers of students with SEN, in the 2015/16 school year, we have further raised the training targets which have to be achieved by every public sector mainstream school by the end of the 2019/20 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7049)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

1. Please give a breakdown of the number of hours of special education training in the pre-service teacher training courses currently offered by tertiary institutions.

2. As special education covers a number of different areas, will the Administration consider resuming the previous two-year special education training for teachers offered by the then Hong Kong Institute of Education?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1670)

Reply:

Post-secondary institutions in Hong Kong enjoy autonomy in the planning and curriculum development of their programmes. As such, the Government and the University Grants Committee (UGC) do not collect information on the number of hours of special education training in pre-service teacher training programmes offered by the teacher education universities. That said, we understand that modules related to special education or catering for students with special educational needs (SEN) are included in the pre-service teacher training courses of the local teacher education universities with a view to better equipping prospective teachers to understand the principles of special education and acquire the knowledge and skills in catering for students with SEN.

Besides, at present, the Education University of Hong Kong (EdUHK) offers a UGC-funded part-time top-up Bachelor of Education (Honours) (Special Needs) programme to in-service teachers. Starting from the 2016/17 academic year, a UGC-funded part-time top-up Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs programme has also been introduced. Moreover, both EdUHK and the University of Hong Kong offer UGC-funded Postgraduate Diploma in Education programmes with majors in Special Education.

To enhance the professional capacity of teachers in supporting students with SEN, the Education Bureau (EDB) has been providing teachers with training courses pitched at the Basic, Advanced and Thematic levels (BAT Courses) on catering for students with SEN since the 2007/08 school year. Starting from the 2012/13 school year, we have been organising the Training Course for Special School Teachers specifically for serving special school teachers. Starting from the 2017/18 school year, the EDB also provides "Professional Development Programme for Mental Health" for teachers with a view to raising their awareness of mental health and enhancing their professional knowledge and skills to identify and support students with mental health needs. Besides, the EDB has all along been organising various kinds of thematic training activities, including talks, workshops and sharing sessions, to keep teachers abreast of the latest development in special education and integrated education and to share among their peers about the good practices in catering for students with SEN. In short, schools may arrange teachers to attend different training courses having regard to the needs of the school and their teachers. Teachers may also choose to attend other relevant in-service training courses offered by local teacher education institutions according to their training needs. As such, we do not have plans to resume the previous two-year special education training for teachers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7050)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of Secondary 3 school leavers with special educational needs, and their percentage share among the total number of Secondary 3 school leavers in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1671)

Reply:

According to the information in the Special Education Management Information System of the Education Bureau (EDB), the number of students with special educational needs (SEN) reported to have left school after completing Secondary 3 (S3) from the 2013/14 to 2017/18 school years is tabulated below:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Number of S3 school leavers with SEN	300	320	320	420	420

Note: Figures are rounded to the nearest 10.

With increased awareness of SEN among schools and parents as well as the improvement in the identification tools and mechanisms, the number of students identified with SEN has increased. With the increase in the base number, the number of S3 school leavers with SEN has also risen in recent years. According to the information provided by schools, the main reasons for these students leaving school 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.

Under the existing mechanism, schools must report all cases of school leavers to the EDB. As students leave school for different reasons and some students would resume schooling later, we do not compile statistics on the total number of S3 school leavers each school year and hence the percentage share of S3 school leavers with SEN cannot be provided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7051)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Since the importance of sign language is receiving more and more attention and sign language is much valued by the international community as being instrumental in honouring the Convention on the Rights of Persons with Disabilities, would the Government advise whether a post-secondary programme on sign language interpretation would be introduced among the offering of post-secondary education or within the Qualifications Framework to draw more talents to the profession?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1672)

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. Relevant Government bureaux and departments implement this policy objective in the policies and measures under their respective purview. The Government has included sign language into the domain of the Continuing Education Fund (CEF) and accepts applications from course providers for the registration of sign language courses as CEF courses.

Post-secondary education institutions in Hong Kong enjoy institutional autonomy in planning for their programmes taking into account, among other things, community needs. Sign language programmes provided by these institutions may be recognised under the Qualifications Framework and registered on the Qualifications Register (QR) if they are quality assured by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or institutions with self-accrediting status. At present, there are already a number of sign language-related courses on the QR.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7052)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the situation in respect of irregularities among registered teachers, the type of irregularities, as well as the number of registered teachers having received penalties and those having been disqualified in the past 10 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1673)

Reply:

The Education Bureau (EDB) attaches great importance to teachers' professional conduct. If any teacher is found to have committed a serious offence or an act of serious misconduct, based on the information in hand, a review on the professional conduct of the teacher concerned will be conducted and follow-up actions will be taken accordingly. For cases of a serious nature, the teacher's registration may be cancelled. From 2009 to 2018, 97 teachers had their registration cancelled or application refused by the EDB. Teachers in these cases are mainly involved in having committed a sexual or sex-related offence, a fraud-related offence or some minor but repeated offences (e.g. operating an unregistered school), or having serious integrity problem (e.g. cheating in the Territory-wide System Assessment), etc.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7053)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the year-on-year percentage change of SEN students by grade level (from P.1 to S.6) and by diagnosis. Please provide the statistics in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1674)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type in the past 5 school years (i.e. from 2014/15 to 2018/19) is set out at Appendix. As student population changes over the years, making direct comparison of the percentage change of the students with SEN by grade level in different cohorts is inappropriate. Besides, since the number of students of some SEN types is relatively small, annual fluctuation will easily cause significant variation in percentage terms. As such, providing the year-on-year percentage change of students with SEN by grade level and by SEN type is not meaningful.

Appendix

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type from the 2014/15 to 2018/19 school years (Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

2. The number of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7054)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

(a) the number of ethnic minority students with special educational needs ("SEN") in each of the grade levels from K1 to S6 in public mainstream schools (including Direct Subsidy Scheme Schools) disaggregated by ethnicity and the types of SEN for the past 5 years;

(b) the number of non-Chinese speaking ("NCS") students with SEN in each of the grade levels from K1 to S6 in public mainstream schools (including Direct Subsidy Scheme Schools) disaggregated by ethnicity and the types of SEN for the past 5 years;

(c) the total number of public mainstream schools and those that applied for Chinese learning support for NCS students with 1 to 9 and 10 or above NCS SEN students in the past 5 years, and the respective amount of funding involved disaggregated by number of NCS SEN students;

(d) the total number of public special schools and those that applied for Chinese learning support for NCS students with 1 to 5 NCS SEN students in the past 5 years, and the respective amount of funding involved disaggregated by number of NCS SEN students;

(e) the number of public mainstream and special schools that adopted 'Chinese Language Curriculum Second Language Learning Framework' in the past 5 years;

(f) did the schools use the Chinese Language Assessment Tools[1]? If yes, please provide the number of public mainstream and special schools and the percentage among funded schools that use the Assessment Tools; if no, the reasons;

(g) the number of NCS SEN students participating in the TSA Chinese assessments in the past 5 years;

(h) the Chinese level of all NCS SEN students with reference to the Assessment Tools (disaggregated by grade and respective levels), by completing the following table.

	No. of Secondary 1-3 NCS SEN students assessed	No. of Secondary 1-3 NCS SEN students reached Key Stage III	No. of Primary 4-6 NCS SEN students assessed	No. of Primary 4-6 NCS SEN students reached Key Stage II	No. of Primary 1-3 NCS SEN students assessed	No. of Primary 1-3 NCS SEN students reached Key Stage I	No. of NCS SEN students assessed	No. of NCS SEN students reached Entry Stage
2013/14								
2014/15								
2015/16								
2016/17								
2017/18								

[1] The Education Bureau has been using Chinese Language Assessment Tools to determine NCS students' Chinse Language level. They are ranked as achieving High, Medium or Low performance in four different stages namely the Entry Stage, Key Stage I (Primary 1-3), Key Stage II (Primary 4-6) and Key Stage III (Secondary 1-3). Each stage of these assessment tools provides "exemplars on listening, speaking, character recognition/reading and character writing/writing, alongside audio recordings and scripts, reference answers and marking schemes etc. to facilitate teachers' use" (EDB website).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3900)

Reply:

(a) & (b)

As the support services for children with special needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau (EDB) does not maintain the related information. The number of non-Chinese speaking (NCS) ethnic minority students with special educational needs (SEN) and the number of NCS students with SEN in public sector mainstream schools by ethnicity, by SEN type and by grade level, in the past 5 years are set out at Appendix 1 and Appendix 2 respectively. We do not collect relevant data from Direct Subsidy Scheme (DSS) schools.

(c) to (f)

Starting from the 2014/15 school year, the EDB has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with

teaching resources, teacher training and professional support to further enhance the support for NCS students' (including NCS students with SEN) learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. Schools are also provided with practical tools and steps, as well as reference materials on learning and teaching, including the "Chinese Language Assessment Tools for NCS Students" ("Assessment Tools"). The assessment tasks under the "Assessment Tools" cover the entry stage, Key Stage 1 (Primary 1-3), Key Stage 2 (Primary 4-6), Key Stage 3 (Secondary 1-3) and Key Stage 4 (Secondary 4-6). The tasks in each stage are designed in conjunction with the expected learning outcomes across different levels of the "Learning Framework", so as to assist teachers in teaching and providing assessment feedback to NCS students. Aligned with curriculum planning, teaching progression and NCS students' learning needs, teachers may adopt a school-based approach in using the "Assessment Tools" to assess NCS students' learning progress over time, provide timely feedback on learning and set progressive learning targets for their NCS students. Starting from the 2014/15 school year, all public sector mainstream schools and DSS schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. These schools are required to, based on the results of the "Assessment Tools", adjust the learning targets and teaching strategies with reference to the learning progress so described in the "Learning Framework", as well as the learning performance and progress of their NCS students, and adopt diversified intensive learning and teaching modes as appropriate to enhance the effectiveness of NCS students in learning the Chinese language. From the 2014/15 to 2018/19 school years, the respective number of the said schools admitting 10 or more NCS students is 173, 197, 216, 228 and 241 and the respective number of schools admitting a handful (i.e. 1 to 9) of NCS students is 414, 410, 382, 387 and 391 respectively. As for NCS students in the latter group, they can benefit from the immersed Chinese language environment of the school and the "Learning Framework", which will be implemented when necessary in light of their performance in learning the Chinese language. Starting from the 2014/15 school year, these schools may apply for an additional funding of $50,000 per year on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes.

Regarding special schools, starting from the 2014/15 school year, those offering an ordinary school curriculum and admitting 6 to 9 NCS students, and those offering an adapted curriculum and admitting 6 or more NCS students are both provided with an additional funding of $0.65 million. The funding model for special schools offering an ordinary school curriculum and admitting 10 or more NCS students is the same as that for the mainstream schools mentioned above. Special schools admitting a handful (i.e. 1 to 5) of NCS students may have an additional funding of $50,000 on a need basis to offer after-school Chinese language support programmes. From the 2014/15 to 2018/19 school years, the number of special schools offering an ordinary school curriculum and admitting 6 or more NCS students is 7, 6, 6, 5 and 5 respectively, the number of special schools offering an adapted curriculum and admitting 6 or more NCS students is 16, 19, 18, 20 and 20 respectively, and the number of special schools admitting 1 to 5 NCS students is 25, 24, 26, 26 and 25. In general, special schools providing an ordinary school curriculum make reference to the "Learning Framework" mentioned above while other special schools make

reference to the "Chinese Language Curriculum Second Language Adapted Learning Framework (for NCS Students with Intellectual Disabilities)" ("Adapted Framework"). The schools implement the "Learning Framework" and/or the "Adapted Framework" in light of NCS students' performance in learning the Chinese language. We do not collect information about special schools' implementation of the "Learning Framework" and/or the "Adapted Framework". Generally, the "Assessment Tools" are applicable to NCS students studying in special schools adopting an ordinary school curriculum while NCS students studying an adapted curriculum are assessed with school-based approaches. However, schools may adopt the "Assessment Tools" or school-based approaches flexibly with regard to the learning performance of their students, and use diversified assessment strategies to observe students' performance, and record and collect evidence of student learning, with a view to assessing their learning effectiveness and providing effective feedback. Also, schools should implement the support to tie in with the "Individual Education Plans" to strengthen the support for their NCS students.

The number of schools provided with the additional funding mentioned above and the expenditure involved from the 2014/15 to 2018/19 school years are set out at Appendix 3. As the funding is provided based on the number of NCS students (including NCS students with SEN) admitted by the eligible schools, we are not able to apportion the expenditure on NCS students with SEN studying in mainstream schools.

(g)

Schools may request accommodation measures on behalf of students with SEN and NCS students participated in the Territory-wide System Assessment (TSA). The number of NCS students provided with such accommodation measures as requested by schools in the past 5 years is as follows:

2013/14 school year:	86	(Primary 3),	7	(Primary 6△),	7	(Secondary 3)
2014/15 school year:	105	(Primary 3),	78	(Primary 6),	29	(Secondary 3)
2015/16 school year:	13	(Primary 3^),	2	(Primary 6△),	29	(Secondary 3)
2016/17 school year:	73	(Primary 3#),	59	(Primary 6),	44	(Secondary 3)
2017/18 school year:	11	(Primary 6△),	54	(Secondary 3)		

△ Since 2012, the Primary 6 TSA has been conducted in odd-numbered years while schools may participate in the assessment on a voluntary basis in even-numbered years.

^ The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data is gathered from some 50 participating schools.

The assessment at Primary 3 level in 2017 was conducted as part of the Basic Competency Assessment Research Study with an extended scope to all primary schools in Hong Kong.

◇ Starting from 2018, the Primary 3 TSA has been conducted on a sampling basis.

Accepted the Coordinating Committee on Basic Competency Assessment and Assessment Literacy's recommendations on Primary 3 TSA last year, the EDB has, starting from 2018,

conducted Primary 3 TSA with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling". At the territory-wide level, the Hong Kong Examinations and Assessment Authority (HKEAA) samples around 10% of students from each public sector and DSS school for Primary 3 TSA each year. If schools consider it necessary, the HKEAA can arrange participation of their Primary 3 students in TSA in full cohort.

Since the number of schools arranging participation of their Primary 3 students in TSA in full cohort (and the related number of students) are not pertinent to the policy objective, the EDB does not inquire the HKEAA about the schools that opt for full participation of their Primary 3 students in TSA (and the related number of students), and no longer maintains information on the number of students participating in Primary 3 TSA. In line with the policy intent of the new assessment arrangements, the HKEAA will also not disclose relevant information any longer.

(h)

The EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results based on the "Assessment Tools", so as to understand the overall learning performance of NCS students' learning of the Chinese language. Such analysis does not cover the number of NCS students who have attained certain levels at different learning stages. According to the sampling methodology adopted, the marked scripts on each of reading (or character recognition) and writing (or character writing), broadly categorised as high, medium, and low in terms of performance by individual schools based on school-based criteria, are collected from all mainstream schools provided with the above-mentioned additional funding ranging from $0.8 million to $1.5 million per year, so that the findings would cover NCS students' (including NCS students with SEN) learning at different grade levels and Chinese proficiency as far as practicable.

According to the findings of the analysis in each of the school years from 2014/15 to 2017/18, the overall performance in reading and writing of NCS students studying at the same grade level varied considerably as their duration of and pace in learning Chinese were different. In brief, NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course. Nevertheless, it is neither appropriate nor possible to assess the effectiveness of NCS students' learning of the Chinese language solely based on the results of the "Assessment Tools". In fact, all students, including NCS students with SEN, may experience ups and downs in their learning journey and the learning effectiveness of NCS students may be affected by other factors (such as parents' expectation and cooperation, students' learning attitude, etc.). Teachers need to monitor NCS students' learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways. It has only been some 4 years since the implementation of the "Learning Framework" and other support measures in the 2014/15 school year. It takes time for these measures to take root and create a sustainable impact. It is expected that the Chinese proficiency of NCS students (especially those who have started learning the Chinese language at kindergarten level) will improve progressively.

Number of non-Chinese speaking (NCS) ethnic minority students with special educational needs (SEN) in public sector mainstream schools by ethnicity, by SEN type and by grade level in the past 5 years

2014/15 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
Filipino	Specific Learning Difficulties			1		4		1		2			
	Intellectual Disability				1	2	1		1	2			
	Autism Spectrum Disorders			1	1	1		1	2			1	
	Attention Deficit/ Hyperactivity Disorder									1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment			1									
	Speech & Language Impairment		3	3	1	2							
Indian	Specific Learning Difficulties				2		1				1	1	
	Intellectual Disability		1		1	1		1	2	2		1	
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder									1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		2										
Pakistani	Specific Learning Difficulties			7	9	4	3	3	2	3	3	1	
	Intellectual Disability		2	6	4	10	9	8	6	7	8	5	3
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder						1	1	1	1			
	Physical Disability					1							
	Visual Impairment			1					1				

	Hearing Impairment		1				1	1			2	2	
	Speech & Language Impairment		12	9	5	3	2	1		3			1
Nepalese	Specific Learning Difficulties				1	1							
	Intellectual Disability		2	1		1	3		1				
	Autism Spectrum Disorders	1											
	Attention Deficit/ Hyperactivity Disorder				1					1			
	Physical Disability								1				1
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		3	2	5	4	1	1					
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders		1		1								
	Attention Deficit/ Hyperactivity Disorder								1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties		1	1	1	2	1	1				1	
	Intellectual Disability						3						
	Autism Spectrum Disorders				1								
	Attention Deficit/ Hyperactivity Disorder			1									
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1				1	1				
Korean	Specific Learning Difficulties												
	Intellectual Disability					1							
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										

Other Asian	Specific Learning Difficulties					1							
	Intellectual Disability												
	Autism Spectrum Disorders				1								
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
White	Specific Learning Difficulties		1	2		3	3		1				
	Intellectual Disability						1	1					
	Autism Spectrum Disorders			2	1								
	Attention Deficit/ Hyperactivity Disorder					1	1	1					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment												
Others	Specific Learning Difficulties			3	2	1	1			1	1	1	
	Intellectual Disability		1			2	2						
	Autism Spectrum Disorders		1	1				1					
	Attention Deficit/ Hyperactivity Disorder				3		1		1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										

2015/16 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties				1	1	1						
	Intellectual Disability							1					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1									
Filipino	Specific Learning Difficulties				3		4		1		2	1	
	Intellectual Disability	2				1	3			1	1		
	Autism Spectrum Disorders	2		1	1	1	1		1	1			1
	Attention Deficit/ Hyperactivity Disorder			1				1					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment				1							1	
	Speech & Language Impairment		6	2	3	1	1		2				
Indian	Specific Learning Difficulties				2	3						1	1
	Intellectual Disability	1		1		1	1		1	2	1		1
	Autism Spectrum Disorders	1											
	Attention Deficit/ Hyperactivity Disorder				1						1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment					1			1				
	Speech & Language Impairment			2	1								
Pakistani	Specific Learning Difficulties			3	10	12	4	3	2	2	3	3	1
	Intellectual Disability		1	4	6	4	11	13	6	7	6	6	4
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder	1						1	1	2	1		
	Physical Disability						1						
	Visual Impairment				1					1			1
	Hearing Impairment			1	1			1	1			1	2
	Speech & Language Impairment	3	10	16	12	10	4	4		2	5	2	

Nepalese	Specific Learning Difficulties			1	2	1	1		1				
	Intellectual Disability	1	2	3	1			1		1			
	Autism Spectrum Disorders	1	1	1									
	Attention Deficit/ Hyperactivity Disorder	1				1					1		
	Physical Disability									1			
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		10	2	3	2	3			1		1	
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders			1									
	Attention Deficit/ Hyperactivity Disorder			1						1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties			2	1	3	2	3					1
	Intellectual Disability			1				1					
	Autism Spectrum Disorders		1			1							
	Attention Deficit/ Hyperactivity Disorder				1								
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment				2					1	1		
Korean	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
Other Asian	Specific Learning Difficulties						1						
	Intellectual Disability									1			

	Autism Spectrum Disorders					1							
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
White	Specific Learning Difficulties			2	3		3			1			
	Intellectual Disability		1						1				
	Autism Spectrum Disorders			1	2	1							
	Attention Deficit/ Hyperactivity Disorder	1					1		1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment		1					1					
Others	Specific Learning Difficulties			2	4	2	1	4		1	1	1	1
	Intellectual Disability		1				2	3					
	Autism Spectrum Disorders		1		1		1		1				
	Attention Deficit/ Hyperactivity Disorder					3				1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1			1							

2016/17 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties					2	1						
	Intellectual Disability				1				1				
	Autism Spectrum Disorders		1					1					
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1		1								
Filipino	Specific Learning Difficulties				1	4		2	1	1	1	1	2
	Intellectual Disability		2				2	3			1	1	
	Autism Spectrum Disorders	1	1		1	1	1		1	1	1		
	Attention Deficit/ Hyperactivity Disorder			1	1							1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment					1							1
	Speech & Language Impairment		5	4	3	1	1			1			
Indian	Specific Learning Difficulties					1	3						1
	Intellectual Disability	1	1		1		2	1		1	3		
	Autism Spectrum Disorders		1		1								
	Attention Deficit/ Hyperactivity Disorder					1						1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment									1			
	Speech & Language Impairment		3	2	1	1							
Pakistani	Specific Learning Difficulties			3	11	13	14	2	4	2	3	2	3
	Intellectual Disability	1	3	3	3	7	5	12	10	6	7	5	6
	Autism Spectrum Disorders	1											
	Attention Deficit/ Hyperactivity Disorder		1				1	1	1		2	1	
	Physical Disability		1					1					
	Visual Impairment										1		
	Hearing Impairment	1			1	1			1				1
	Speech & Language Impairment		4	11	17	14	9	4	3	2	1	2	1

Nepalese	Specific Learning Difficulties				2	2	1		1				
	Intellectual Disability	2		2	4	1		1	1		1		
	Autism Spectrum Disorders	2	1	1	1								
	Attention Deficit/ Hyperactivity Disorder		2				1					1	
	Physical Disability										1		
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		9	12	2	1	2	1			1		1
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders				1								
	Attention Deficit/ Hyperactivity Disorder			1							1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties			2	4	2	3	4	2				
	Intellectual Disability			1				2					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/ Hyperactivity Disorder					1	1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1			1	1					1	
Korean	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder		1	1									
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Other Asian	Specific Learning Difficulties												
	Intellectual Disability										1		

	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment				1	1							
White	Specific Learning Difficulties			1	3	3							
	Intellectual Disability			1						1			
	Autism Spectrum Disorders		1		1	2	1						
	Attention Deficit/ Hyperactivity Disorder		2					1		1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
Others	Specific Learning Difficulties		1	4	4	2	1	2	3	1	1	1	1
	Intellectual Disability	1		1				5		1			
	Autism Spectrum Disorders		1	1		1		1		1			
	Attention Deficit/ Hyperactivity Disorder						3				1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1	1		1						

2017/18 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties			1			1						
	Intellectual Disability												
	Autism Spectrum Disorders		1	2					1				
	Attention Deficit/ Hyperactivity Disorder						1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1									
Filipino	Specific Learning Difficulties			1	1	1	5		2	2	2	2	1
	Intellectual Disability	1	2	2			1	2			2		1
	Autism Spectrum Disorders	1	2	1		2	1	1		1	1	1	
	Attention Deficit/ Hyperactivity Disorder				2	2			1				1
	Physical Disability												
	Visual Impairment												
	Hearing Impairment						1	1					
	Speech & Language Impairment		1	4	2	4		1					
Indian	Specific Learning Difficulties						1	2					
	Intellectual Disability		1	2		1		2	1		1	2	
	Autism Spectrum Disorders			1		1							
	Attention Deficit/ Hyperactivity Disorder						1						1
	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment		5	4	2		1						
Pakistani	Specific Learning Difficulties			3	6	15	15	9	5	5	3	3	2
	Intellectual Disability		1	1	4	6	7	8	5	11	9	7	4
	Autism Spectrum Disorders	1	1										
	Attention Deficit/ Hyperactivity Disorder			1				1	1	1		1	1
	Physical Disability			1					1				
	Visual Impairment											1	
	Hearing Impairment		1			1	2			1			
	Speech & Language Impairment		7	8	9	16	10	5	5	3	2	1	

Nepalese	Specific Learning Difficulties			2		3	2			1			
	Intellectual Disability	1	3		1	2	1			1	1		
	Autism Spectrum Disorders	1	1	2	1	1							
	Attention Deficit/ Hyperactivity Disorder			2				2					1
	Physical Disability										1		
	Visual Impairment												
	Hearing Impairment	1											
	Speech & Language Impairment		12	7	9		1	1	1			1	
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders					1							
	Attention Deficit/ Hyperactivity Disorder							1					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties		1	2	1	4	2	3	3	1			
	Intellectual Disability				1				1				
	Autism Spectrum Disorders		2		1		1	1					
	Attention Deficit/ Hyperactivity Disorder					1	1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			3		1	1	1					
Korean	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder			1	1								
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Other Asian	Specific Learning Difficulties												
	Intellectual Disability											1	

	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment					1							
White	Specific Learning Difficulties			2		3	4						
	Intellectual Disability												
	Autism Spectrum Disorders	1		1			2						
	Attention Deficit/ Hyperactivity Disorder		1	2	1	1			1		1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1		1								
Others	Specific Learning Difficulties			2	4	5	2	3	2	5		1	1
	Intellectual Disability		1	2	1			2	1				
	Autism Spectrum Disorders			1	1		1		1		1		
	Attention Deficit/ Hyperactivity Disorder							1					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1	1	1	1		2					

2018/19 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties				2								
	Intellectual Disability												
	Autism Spectrum Disorders			1	2					1			
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1	1	1								
	Mental Illness												
Filipino	Specific Learning Difficulties			1	4	1	5	3	1	2	2	2	2
	Intellectual Disability	1	1	2	3		1	1		1		2	
	Autism Spectrum Disorders	4	1	2	1		2	1	1		1		1
	Attention Deficit/ Hyperactivity Disorder					1	2			1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		5	4	5	2	2			1			
	Mental Illness											1	
Indian	Specific Learning Difficulties							1	1				
	Intellectual Disability	1		1	3				1	1		1	2
	Autism Spectrum Disorders				1		1						
	Attention Deficit/ Hyperactivity Disorder				2					1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment											1	
	Speech & Language Impairment			4	2			1					
	Mental Illness												
Pakistani	Specific Learning Difficulties			5	9	8	15	15	10	3	4	2	3
	Intellectual Disability	2	2	1	4	4	6	13	5	3	10	8	6
	Autism Spectrum Disorders		1	1									
	Attention Deficit/ Hyperactivity Disorder				1			1	3	1	1		1
	Physical Disability		1							1			
	Visual Impairment												1
	Hearing Impairment			1	2		1	1			1		

	Speech & Language Impairment	2	11	18	7	8	14	4	5	11	4		1
	Mental Illness	1								1			1
Nepalese	Specific Learning Difficulties			2	4		3	2			1		
	Intellectual Disability	2	3	2		1	1	1			1	1	
	Autism Spectrum Disorders	1	1	1	2	1	1						
	Attention Deficit/ Hyperactivity Disorder				2		1		2	1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment		1										
	Speech & Language Impairment		9	12	7	2				1			1
	Mental Illness												
Japanese	Specific Learning Difficulties				1								
	Intellectual Disability												
	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder								1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Mental Illness												
Thai	Specific Learning Difficulties			1	4	1	4	4		3	2		
	Intellectual Disability					1			1				
	Autism Spectrum Disorders			2		1			1				
	Attention Deficit/ Hyperactivity Disorder			1			1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1		3		1						
	Mental Illness												
Korean	Specific Learning Difficulties			1									
	Intellectual Disability												
	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder				1	1							
	Physical Disability												
	Visual Impairment												

	Hearing Impairment												
	Speech & Language Impairment												
	Mental Illness												
Other Asian	Specific Learning Difficulties						1						
	Intellectual Disability			1									1
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Mental Illness												
White	Specific Learning Difficulties				3	1	3						
	Intellectual Disability												
	Autism Spectrum Disorders		1		1								
	Attention Deficit/ Hyperactivity Disorder		1	1	1	1	1					1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1		1				1			
	Mental Illness												
Others	Specific Learning Difficulties			3	2	3	4	1	1	2	2	2	1
	Intellectual Disability			2	2	1		4		1			
	Autism Spectrum Disorders	1	1		1	2				1		1	
	Attention Deficit/ Hyperactivity Disorder						2	2	1		1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		2	1					1				
	Mental Illness										1		

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. "Mixed" is not classified as an ethnicity.
4. Figures do not include students in Direct Subsidy Scheme schools.

Number of non-Chinese speaking (NCS) students with special educational needs (SEN) in public sector mainstream schools by ethnicity, by SEN type and by grade level in the past 5 years

2014/15 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
Filipino	Specific Learning Difficulties			1		4		1		2			
	Intellectual Disability				1	2	1		1	2			
	Autism Spectrum Disorders			1	1	1		1	2			1	
	Attention Deficit/ Hyperactivity Disorder									1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment			1									
	Speech & Language Impairment		3	3	1	2							
Indian	Specific Learning Difficulties				2		1				1	1	
	Intellectual Disability		1		1	1		1	2	2		1	
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder									1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		2										
Pakistani	Specific Learning Difficulties			7	9	4	3	3	2	3	3	1	
	Intellectual Disability		2	6	4	10	9	8	6	7	8	5	3
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder						1	1	1	1			
	Physical Disability					1							
	Visual Impairment			1					1				

	Hearing Impairment		1				1	1			2	2	
	Speech & Language Impairment		12	9	5	3	2	1		3			1
Nepalese	Specific Learning Difficulties				1	1							
	Intellectual Disability		2	1		1	3		1				
	Autism Spectrum Disorders	1											
	Attention Deficit/ Hyperactivity Disorder				1					1			
	Physical Disability								1				1
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		3	2	5	4	1	1					
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders		1		1								
	Attention Deficit/ Hyperactivity Disorder								1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties		1	1	1	2	1	1				1	
	Intellectual Disability						3						
	Autism Spectrum Disorders				1								
	Attention Deficit/ Hyperactivity Disorder			1									
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1				1	1				
Korean	Specific Learning Difficulties												
	Intellectual Disability					1							
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										

Other Asian	Specific Learning Difficulties					1							
	Intellectual Disability												
	Autism Spectrum Disorders				1								
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
White	Specific Learning Difficulties		1	2		3	3		1				
	Intellectual Disability						1	1					
	Autism Spectrum Disorders			2	1								
	Attention Deficit/ Hyperactivity Disorder					1	1	1					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment												
Others	Specific Learning Difficulties			7	6	5	4	3		3	3	1	
	Intellectual Disability		1		1	3	2	1	1				
	Autism Spectrum Disorders	2	3	1	3	2		2		1			
	Attention Deficit/ Hyperactivity Disorder			2	4		1		1		1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		2	1		1							1

2015/16 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties				1	1	1						
	Intellectual Disability							1					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1									
Filipino	Specific Learning Difficulties				3		4		1		2	1	
	Intellectual Disability	2				1	3			1	1		
	Autism Spectrum Disorders	2		1	1	1	1		1	1			1
	Attention Deficit/ Hyperactivity Disorder			1				1					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment				1							1	
	Speech & Language Impairment		6	2	3	1	1		2				
Indian	Specific Learning Difficulties				2	3						1	1
	Intellectual Disability	1		1		1	1		1	2	1		1
	Autism Spectrum Disorders	1											
	Attention Deficit/ Hyperactivity Disorder				1						1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment					1			1				
	Speech & Language Impairment			2	1								
Pakistani	Specific Learning Difficulties			3	10	12	4	3	2	2	3	3	1
	Intellectual Disability		1	4	6	4	11	13	6	7	6	6	4
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder	1						1	1	2	1		
	Physical Disability						1						
	Visual Impairment				1					1			1
	Hearing Impairment			1	1			1	1			1	2
	Speech & Language Impairment	3	10	16	12	10	4	4		2	5	2	

Nepalese	Specific Learning Difficulties			1	2	1	1		1				
	Intellectual Disability	1	2	3	1			1		1			
	Autism Spectrum Disorders	1	1	1									
	Attention Deficit/ Hyperactivity Disorder	1				1					1		
	Physical Disability									1			
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		10	2	3	2	3			1		1	
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders			1									
	Attention Deficit/ Hyperactivity Disorder			1						1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties			2	1	3	2	3					1
	Intellectual Disability			1				1					
	Autism Spectrum Disorders		1			1							
	Attention Deficit/ Hyperactivity Disorder				1								
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment				2					1	1		
Korean	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
Other Asian	Specific Learning Difficulties						1						
	Intellectual Disability									1			

	Autism Spectrum Disorders					1							
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
White	Specific Learning Difficulties			2	3		3			1			
	Intellectual Disability		1						1				
	Autism Spectrum Disorders			1	2	1							
	Attention Deficit/ Hyperactivity Disorder	1					1		1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment		1					1					
Others	Specific Learning Difficulties			7	10	7	6	10	4	2	4	2	1
	Intellectual Disability		1				2	4					
	Autism Spectrum Disorders	1	3	3	1	3	3		2		1		
	Attention Deficit/ Hyperactivity Disorder				1	5				2		1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		2	1	1	2	2						

2016/17 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties					2	1						
	Intellectual Disability				1				1				
	Autism Spectrum Disorders		1					1					
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1		1								
Filipino	Specific Learning Difficulties				1	4		2	1	1	1	1	2
	Intellectual Disability		2				2	3			1	1	
	Autism Spectrum Disorders	1	1		1	1	1		1	1	1		
	Attention Deficit/ Hyperactivity Disorder			1	1							1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment					1							1
	Speech & Language Impairment		5	4	3	1	1			1			
Indian	Specific Learning Difficulties					1	3						1
	Intellectual Disability	1	1		1		2	1		1	3		
	Autism Spectrum Disorders		1		1								
	Attention Deficit/ Hyperactivity Disorder					1						1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment									1			
	Speech & Language Impairment		3	2	1	1							
Pakistani	Specific Learning Difficulties			3	11	13	14	2	4	2	3	2	3
	Intellectual Disability	1	3	3	3	7	5	12	10	6	7	5	6
	Autism Spectrum Disorders	1											
	Attention Deficit/ Hyperactivity Disorder		1				1	1	1		2	1	
	Physical Disability		1					1					
	Visual Impairment										1		
	Hearing Impairment	1			1	1			1				1
	Speech & Language Impairment		4	11	17	14	9	4	3	2	1	2	1

Nepalese	Specific Learning Difficulties				2	2	1		1				
	Intellectual Disability	2		2	4	1		1	1		1		
	Autism Spectrum Disorders	2	1	1	1								
	Attention Deficit/ Hyperactivity Disorder		2				1					1	
	Physical Disability										1		
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		9	12	2	1	2	1			1		1
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders				1								
	Attention Deficit/ Hyperactivity Disorder			1							1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties			2	4	2	3	4	2				
	Intellectual Disability			1				2					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/ Hyperactivity Disorder					1	1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1			1	1					1	
Korean	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder		1	1									
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Other Asian	Specific Learning Difficulties												
	Intellectual Disability										1		

	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment				1	1							
White	Specific Learning Difficulties			1	3	3							
	Intellectual Disability			1						1			
	Autism Spectrum Disorders		1		1	2	1						
	Attention Deficit/ Hyperactivity Disorder		2					1		1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
Others	Specific Learning Difficulties		1	5	10	8	7	4	6	7	8	4	3
	Intellectual Disability	2		1				6	1	1			
	Autism Spectrum Disorders		2	2	3	1	2	1		1		1	
	Attention Deficit/ Hyperactivity Disorder				1	1	6				2		1
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			2	1		1	1	1				

2017/18 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties			1			1						
	Intellectual Disability												
	Autism Spectrum Disorders		1	2					1				
	Attention Deficit/ Hyperactivity Disorder						1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1									
Filipino	Specific Learning Difficulties			1	1	1	5		2	2	2	2	1
	Intellectual Disability	1	2	2			1	2			2		1
	Autism Spectrum Disorders	1	2	1		2	1	1		1	1	1	
	Attention Deficit/ Hyperactivity Disorder				2	2			1				1
	Physical Disability												
	Visual Impairment												
	Hearing Impairment						1	1					
	Speech & Language Impairment		1	4	2	4		1					
Indian	Specific Learning Difficulties						1	2					
	Intellectual Disability		1	2		1		2	1		1	2	
	Autism Spectrum Disorders			1		1							
	Attention Deficit/ Hyperactivity Disorder						1						1
	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment		5	4	2		1						
Pakistani	Specific Learning Difficulties			3	6	15	15	9	5	5	3	3	2
	Intellectual Disability		1	1	4	6	7	8	5	11	9	7	4
	Autism Spectrum Disorders	1	1										
	Attention Deficit/ Hyperactivity Disorder			1				1	1	1		1	1
	Physical Disability			1					1				
	Visual Impairment											1	
	Hearing Impairment		1			1	2			1			
	Speech & Language Impairment		7	8	9	16	10	5	5	3	2	1	

Nepalese	Specific Learning Difficulties			2		3	2			1			
	Intellectual Disability	1	3		1	2	1			1	1		
	Autism Spectrum Disorders	1	1	2	1	1							
	Attention Deficit/ Hyperactivity Disorder			2				2					1
	Physical Disability										1		
	Visual Impairment												
	Hearing Impairment	1											
	Speech & Language Impairment		12	7	9		1	1	1			1	
Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders					1							
	Attention Deficit/ Hyperactivity Disorder							1					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Thai	Specific Learning Difficulties		1	2	1	4	2	3	3	1			
	Intellectual Disability				1				1				
	Autism Spectrum Disorders		2		1		1	1					
	Attention Deficit/ Hyperactivity Disorder					1	1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			3		1	1	1					
Korean	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder			1	1								
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
Other Asian	Specific Learning Difficulties												
	Intellectual Disability											1	

	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment					1							
White	Specific Learning Difficulties			2		3	4						
	Intellectual Disability												
	Autism Spectrum Disorders	1		1			2						
	Attention Deficit/ Hyperactivity Disorder		1	2	1	1			1		1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1		1								
Others	Specific Learning Difficulties		1	7	6	11	4	7	4	6	9	7	4
	Intellectual Disability		3	2	1			3	2	1	1		
	Autism Spectrum Disorders	2	1	4	2	1	1	1	2		2		1
	Attention Deficit/ Hyperactivity Disorder			1		2	2	1	1			1	1
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		3	1	3	2		2					

2018/19 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties				2								
	Intellectual Disability												
	Autism Spectrum Disorders			1	2					1			
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1	1	1								
	Mental Illness												
Filipino	Specific Learning Difficulties			1	4	1	5	3	1	2	2	2	2
	Intellectual Disability	1	1	2	3		1	1		1		2	
	Autism Spectrum Disorders	4	1	2	1		2	1	1		1		1
	Attention Deficit/ Hyperactivity Disorder					1	2			1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		5	4	5	2	2			1			
	Mental Illness											1	
Indian	Specific Learning Difficulties							1	1				
	Intellectual Disability	1		1	3				1	1		1	2
	Autism Spectrum Disorders				1		1						
	Attention Deficit/ Hyperactivity Disorder				2					1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment											1	
	Speech & Language Impairment			4	2			1					
	Mental Illness												
Pakistani	Specific Learning Difficulties			5	9	8	15	15	10	3	4	2	3
	Intellectual Disability	2	2	1	4	4	6	13	5	3	10	8	6
	Autism Spectrum Disorders		1	1									
	Attention Deficit/ Hyperactivity Disorder				1			1	3	1	1		1
	Physical Disability		1							1			

	Visual Impairment												1
	Hearing Impairment			1	2		1	1			1		
	Speech & Language Impairment	2	11	18	7	8	14	4	5	11	4		1
	Mental Illness	1								1			1
Nepalese	Specific Learning Difficulties			2	4		3	2			1		
	Intellectual Disability	2	3	2		1	1	1			1	1	
	Autism Spectrum Disorders	1	1	1	2	1	1						
	Attention Deficit/ Hyperactivity Disorder				2		1		2	1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment		1										
	Speech & Language Impairment		9	12	7	2				1			1
	Mental Illness												
Japanese	Specific Learning Difficulties				1								
	Intellectual Disability												
	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder								1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Mental Illness												
Thai	Specific Learning Difficulties			1	4	1	4	4		3	2		
	Intellectual Disability					1			1				
	Autism Spectrum Disorders			2		1			1				
	Attention Deficit/ Hyperactivity Disorder			1			1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1		3		1						
	Mental Illness												
Korean	Specific Learning Difficulties			1									
	Intellectual Disability												
	Autism Spectrum Disorders						1						
	Attention Deficit/ Hyperactivity Disorder				1	1							

	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Mental Illness												
Other Asian	Specific Learning Difficulties						1						
	Intellectual Disability			1									1
	Autism Spectrum Disorders												
	Attention Deficit/ Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Mental Illness												
White	Specific Learning Difficulties				3	1	3						
	Intellectual Disability												
	Autism Spectrum Disorders		1		1								
	Attention Deficit/ Hyperactivity Disorder		1	1	1	1	1					1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1		1				1			
	Mental Illness												
Others	Specific Learning Difficulties			6	4	5	10	6	5	4	4	8	7
	Intellectual Disability			4	2	1		4		1	1	1	
	Autism Spectrum Disorders	2	4	1	5	3			1	2		2	
	Attention Deficit/ Hyperactivity Disorder			1	2		4	2	2	1	2		1
	Physical Disability		1										
	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		3	5	1	3	1	1	2				
	Mental Illness										2		

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above include those students whose ethnicity is Chinese but with Chinese not as spoken language at home.
3. "Mixed" is not classified as an ethnicity.
4. Figures do not include students in Direct Subsidy Scheme schools.

Number of schools provided with the additional funding (by school type and number of non-Chinese speaking (NCS) students) and the expenditure involved from the 2014/15 to 2018/19 school years

School year	Public Sector Mainstream Schools and Direct Subsidy Scheme Schools			Special Schools			Total expenditure ($ million)
	Number of NCS Students	Number of Schools	Expenditure ($ million)	Number of NCS Students	Number of Schools	Expenditure ($ million)	
2014/15	Less than 10	58	2.9	Less than 6	8	0.4	197.8
	10 or above	173	179.05	6 or above	23	15.4	
2015/16	Less than 10	83	4.15	Less than 6	9	0.45	224.0
	10 or above	197	202.5	6 or above	25	16.85	
2016/17	Less than 10	179	8.95	Less than 6	14	0.7	245.1
	10 or above	216	219.25	6 or above	24	16.2	
2017/18	Less than 10	213	10.65	Less than 6	16	0.8	259.1
	10 or above	228	230.8	6 or above	25	16.85	
2018/19	Less than 10	213	10.65	Less than 6	16	0.8	270.9
	10 or above	241	242.7	6 or above	25	16.7	

Notes:

1. Figures cover NCS students in public sector mainstream schools, Direct Subsidy Scheme schools offering the local curriculum and special schools.
2. Figures for the 2018/19 school year (including number of schools and expenditure) are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7055)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) How many students in DSS schools have asked for testing accommodations at P3, P6, S3, for TSA?

(2) How many SEN qualified teachers are in DSS schools? How many SEN qualified teachers are also qualified to teach in English?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3905)

Reply:

(1) Irrespective of school types, the Hong Kong Examinations and Assessment Authority (HKEAA) provides students with special educational needs (SEN) with accommodation measures as requested by their schools in the Territory-wide System Assessment in light of their needs. The HKEAA does not categorise relevant information according to the funding mode of schools. Hence, the Education Bureau (EDB) does not possess the relevant data as well.

(2) Starting from the 2007/08 school year, the EDB has been providing structured training courses on supporting students with SEN pitched at the Basic, Advanced and Thematic levels (BAT courses) for serving teachers. Teachers from both public sector and Direct Subsidy Scheme (DSS) schools can enrol on the courses to enhance their professional capacity in catering for students with SEN. The EDB does not have information on special education training of teachers in DSS schools and the relevant statistics.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7056)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many NCS SEN students participate in the TSA during the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3906)

Reply:

Schools may request accommodation measures on behalf of students with special educational needs (SEN) and non-Chinese speaking (NCS) students participated in the Territory-wide System Assessment (TSA). The number of NCS students provided with such accommodation measures as requested by schools in the past 5 years is as follows:

2013/14 School Year: 86 (Primary 3); 7 (Primary 6△); 7 (Secondary 3)
2014/15 School Year: 105 (Primary 3); 78 (Primary 6); 29 (Secondary 3)
2015/16 School Year: 13 (Primary 3^); 2 (Primary 6△); 29 (Secondary 3)
2016/17 School Year: 73 (Primary 3#); 59 (Primary 6); 44 (Secondary 3)
2017/18 School Year: 11 (Primary 6△); 54 (Secondary 3)

△ Since 2012, the Primary 6 TSA has been conducted in odd-numbered years while schools may participate in the assessment on a voluntary basis in even-numbered years.

^ The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data is gathered from some 50 participating schools.

The assessment at Primary 3 level in 2017 was conducted as part of the Basic Competency Assessment Research Study with an extended scope to all primary schools in Hong Kong.

Accepted the Coordinating Committee on Basic Competency Assessment and Assessment Literacy's recommendations on Primary 3 TSA last year, the Education Bureau (EDB) has, starting from 2018, conducted Primary 3 TSA with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling". At the territory-wide level, the Hong Kong Examinations and Assessment Authority (HKEAA) samples around 10% of students from each public sector and Direct Subsidy Scheme school for Primary 3 TSA each year. If schools consider it necessary, the HKEAA can arrange participation of their Primary 3 students in TSA in full cohort.

Since the number of schools arranging participation of their Primary 3 students in TSA in full cohort (and the related number of students) are not pertinent to the policy objective, the EDB does not inquire the HKEAA about the schools that opt for full participation of their Primary 3 students in TSA (and the related number of students), and no longer maintains information on the number of students participating in Primary 3 TSA. In line with the policy intent of the new assessment arrangements, the HKEAA will also not disclose relevant information any longer.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7057)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Learning Support Grants are paid to schools based on Tier 2 and Tier 3 level of the SEN student (as well as top up). For the past five years, how much learning support grant was paid for Tier 2 level SEN student and Tier 3 level SEN student (excluding top up) respectively?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3907)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources on top of the regular subvention (including the Learning Support Grant (LSG)), professional support and teacher training, and encouraging schools to adopt the Whole School Approach to support students with SEN through the 3-Tier Intervention Model, taking into account their support needs.

To further enhance the support for students with SEN, the EDB has raised the ceiling of the LSG from $1 million to $1.5 million per school per annum since the 2013/14 school year and increased the grant rates by 30% in the 2014/15 school year. From the 2015/16 school year onwards, the grant rates and the ceiling of the LSG for each school year continues to be adjusted annually according to the change in the Composite Consumer Price Index. In the 2018/19 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to $14,322 and $28,644 respectively, and the basic provision per school per annum for the first 1 to 6 student(s) requiring tier-3 support has also been raised to $171,864. Each school is subject to a grant ceiling of $1,652,434 per annum. Starting from the 2017/18 school year, the LSG covers students with mental illness. The expenditure on the LSG for the past 5 years is as follows:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised Estimate)
Expenditure on LSG ($ million)	450.1	500.1	539.0	589.6	646.3

Although the LSG is calculated on the basis of the number of students with SEN and the tier of support the students required (including the basic provision provided for the first 1 to 6 student(s) requiring tier-3 support), schools should pool 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 services for students with SEN based on their needs. Hence, providing the information on the LSG paid for students requiring tier-2 and tier-3 support (excluding the basic provision) does not reflect an accurate account of all of the support provided to these students.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7058)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau is allocating funding to primary and secondary schools according to the number of non-Chinese speaking ("NCS") students they admit. In this connection, will the Government:

1. tabulate the number of primary and secondary schools admitting 0, 1 to 9, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 NCS students in 2016/17 respectively;

	Number of primary schools admitting such a number of NCS students	Names of these primary schools admitting such a number of NCS students	Number of secondary schools admitting such a number of NCS students	Names of these secondary schools admitting such a number of NCS students
0				
1-9				
10-25				
26-50				
51-75				
76-90				
More than 90				

2. tabulate the number of primary and secondary schools admitting 0, 1 to 9, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 ethnic minority students in 2016/17 respectively;

	Number of primary schools admitting such a number of ethnic minority students	Names of these primary schools admitting such a number of ethnic minority students	Number of secondary schools admitting such a number of ethnic minority students	Names of these secondary schools admitting such a number of ethnic minority students
0				
1-9				
10-25				
26-50				
51-75				
76-90				
More than 90				

3. tabulate the number of primary and secondary schools where NCS students account for 0%, 1% to 30%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2016/17;

	Number of primary schools where NCS students account for this percentage of the student population	Names of primary schools where NCS students account for this percentage of the student population	Number of secondary schools where NCS students account for this percentage of the student population	Names of secondary schools where NCS students account for this percentage of the student population
0%				
1%-30%				
31%-50%				
51%-70%				
71%-90%				
More than 90%				

4. tabulate the number of primary and secondary schools where ethnic minority students account for 0%, 1% to 30%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2016/17;

	Number of primary schools where ethnic minority students account for this percentage of the student population	Names of primary schools where ethnic minority students account for this percentage of the student population	Number of secondary schools where ethnic minority students account for this percentage of the student population	Names of secondary schools where ethnic minority students account for this percentage of the student population
0%				
1%-30%				
31%-50%				
51%-70%				
71%-90%				
More than 90%				

5. if the Government refuses to provide the data above, inform the committee of how it and the public can monitor whether there is de facto racial segregation in the education system; and

6. given that the Education Bureau said it is committed to facilitating the integration of NCS students and providing education-related information to NCS parents and students, inform the Council of how parents can obtain the data above; and if parents have no way to find out which schools have a high proportion of ethnic minority students, whether the Education Bureau can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3909)

Reply:

According to the information collected through the annual Student Enrolment Survey, the respective number of schools with non-Chinese speaking (NCS) students and NCS ethnic minority (EM) students ranging from "0", "1 to 9", "10 to 25", "26 to 50", "51 to 75", "76 to 90" and "91 or above" in the 2016/17 school year is tabulated at Annex A while the number of schools by the percentage of NCS students among all students of individual schools and by the percentage of NCS EM students among all students of individual schools are tabulated at Annex B. Since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students, the data provided in Annex A and Annex B are not comparable. To avoid unnecessary misconception and possible labelling on individual schools, we have been adopting a cautious approach and adhering to the established practice of not disclosing the name and situation of individual schools.

The Education Bureau (EDB) is committed to encouraging and supporting the integration of NCS students into the community, including facilitating their adaptation to the local

education system and mastery of the Chinese language. All relevant information is published in English and Chinese and there is a dedicated webpage on education services for NCS students. The information or publications published with translation into major EM languages provided to NCS students and their parents are tabulated at Annex C. In tandem, EDB will continue promoting parent education actively, emphasising that parents (including parents of NCS students) should take into account the aspirations and needs of their children when making school choices, and encouraging parents of NCS students to consider arranging for their children to study in schools which can provide an immersed Chinese language learning environment to help them learn Chinese. Parents of NCS students, like other parents, are encouraged to join the on-site visits organised by individual schools and Federations of Parent-Teacher Associations on a district basis to learn more about the schools so as to choose a suitable school for their children. Since the 2015/16 school year, the Committee on Home-School Co-operation has published the English printed version of the School Profiles for distribution to parents of NCS students studying at K3 and Primary 6 levels via KGs and primary schools for their easy access to the information in the School Profiles. To provide parents with more comprehensive information on making school choices, starting from the 2018/19 school year, a separate column on "Education Support for NCS Students" has been added to the School Profiles for schools to provide information on relevant support for NCS students. All public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum and provided with the additional funding are required to specify that additional support, including after-school support, is provided for their NCS students in learning of the Chinese language. EDB will continue encouraging schools to provide more details of their school-based support measures for NCS students in their School Profiles and/or school webpages for the reference of parents of NCS students. Furthermore, EDB has also made available information on admission to schools in major EM languages. Every year, dedicated briefing sessions with simultaneous interpretation services are organised for parents of NCS students. EDB also encourages schools to organise school visits for parents (including parents of NCS students) to enable them to get to know more about the schools before making school choices.

The prevailing education system, including the school places allocation systems, provides NCS students with equal opportunities for admission to public sector schools as their Chinese-speaking peers. Due to various reasons, including schools' location in districts where more NCS people reside, parents' tendency to arrange for their younger children to study in the same school with their older siblings (at the "Discretionary Places Admission" stage under the Primary One Admission System, applicants applying for enrolment in a school in which their older sibling(s) is/are studying will be admitted by the school), and some parents' preference for schools with rich experience in taking care of NCS students, etc., the ratio of NCS students in some schools is inevitably higher than that in other schools, but there is definitely no racial segregation in any way. Unless the school choices of NCS students are to be strictly restricted, or an upper limit is to be set on the ratio of NCS students in schools, the phenomenon that more NCS students study in schools located in certain districts will not change significantly. However, such measures are not feasible because they will not only limit the school choices of NCS students, but also cause some Chinese-speaking students to be allocated to schools which they have not chosen. We believe that the existing support measures are conducive to encouraging NCS students to choose to study in mainstream schools and facilitating their Chinese learning and integration into the community.

Annex A

Number of public sector and Direct Subsidy Scheme primary and secondary schools with non-Chinese speaking (NCS) students in the 2016/17 school year

Schools	Number of primary and secondary schools with NCS students						
	0	1 to 9 students	10 to 25 students	26 to 50 students	51 to 75 students	76 to 90 students	91 or above students
Primary	150	207	61	21	7	4	25
Secondary	180	175	48	18	7	1	25

Notes:

1. Figures refer to the position as at September of the 2016/17 school year.
2. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures include public sector schools and Direct Subsidy Scheme schools, but do not include special schools.

Number of public sector and Direct Subsidy Scheme primary and secondary schools with non-Chinese speaking Ethnic Minority (NCS EM) students in the 2016/17 school year

Schools	Number of primary and secondary schools with NCS EM students						
	0	1 to 9 students	10 to 25 students	26 to 50 students	51 to 75 students	76 to 90 students	91 or above students
Primary	164	206	50	20	9	2	24
Secondary	199	173	37	15	5	0	24

Notes:

1. Figures refer to the position as at September of the 2016/17 school year.
2. Figures cover public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS secondary school offering non-local curriculum is excluded for not having provided information on students' ethnicity). Figures do not include special schools.
3. The above figures do not include those EM students with Chinese as the spoken language at home.

Annex B

Number of public sector and Direct Subsidy Scheme primary and secondary schools with non-Chinese speaking (NCS) students (by the percentage of NCS students among all students of individual schools) in the 2016/17 school year

Percentage of NCS students among all students of individual schools	Number of schools	
	Primary	Secondary
0%	150	180
>0% - 30%	303	254
>30% - 50%	6	6
>50% - 70%	5	7
>70% - 90%	6	5
>90%	5	2

Notes:

1. Figures refer to the position as at September of the 2016/17 school year.
2. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures include public sector schools and Direct Subsidy Scheme schools, but do not include special schools.

Number of public sector and Direct Subsidy Scheme primary and secondary schools with non-Chinese speaking ethnic minority (NCS EM) students (by the percentage of NCS EM students among all students of individual schools) in the 2016/17 school year

Percentage of NCS EM students among all students of individual schools	Number of schools	
	Primary	Secondary
0%	164	199
>0% - 30%	290	235
>30% - 50%	6	6
>50% - 70%	4	7
>70% - 90%	6	4
>90%	5	2

Notes:

1. Figures refer to the position as at September of the 2016/17 school year.
2. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS secondary school offering non-local curriculum is excluded for not having provided information on students' ethnicity). Figures do not include special schools.
3. The above figures do not include those EM students with Chinese as the spoken language at home.

Annex C

Information or publications released by EDB as mentioned in part (6) of the question	**Language versions other than English and Chinese**
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Brief on Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Kindergarten Education Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2019/20 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Kindergarten Education Scheme – 2019/20 School Year Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Free Quality Kindergarten Education Policy – Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Knowing More About Children's Learning – Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

Information or publications released by EDB as mentioned in part (6) of the question	**Language versions other than English and Chinese**
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Primary One Admission – Notes on How to Complete the "Application Form for Admission to Primary One"	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Applied Learning Chinese (for non-Chinese speaking students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7064)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide details of expenses on entertainment and gifts of your bureau and the departments under its purview in the past 2 years 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 attendee 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. Please provide details of expenses on entertainment and gifts of your bureau and the departments under its purview this year using the table below:

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

3. Please provide the estimated expenses on entertainment and gifts for the coming year 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 CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8000)

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. The Education Bureau (EDB), University Grants Committee (UGC) Secretariat and Working Family and Student Financial Assistance Agency (WFSFAA) follow the same principles and guidelines on official entertainment. In 2017-18 and 2018-19 (as at 28 February 2019), the actual expenses on official entertainment incurred by EDB were $390,453 and $491,770 respectively and the estimated expenditure for 2019-20 is $520,000. The actual expenses on official entertainment incurred by the UGC Secretariat were $432,448 and $476,019 in 2017-18 and 2018-19 (as at 28 February 2019) respectively and the estimated expenditure for 2019-20 is $449,000. The actual expenses on official entertainment incurred by WFSFAA were $3,330 and $5,548 in 2017-18 and 2018-19 (as at 28 February 2019) respectively and the estimated expenditure for 2019-20 is $24,000.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs on 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.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7067)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of kindergartens, teachers and students (excluding classes for children aged 2 to 3) by type of kindergartens for the past 5 years.

Local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres)

	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day and half-day classes
Number of schools			
Number of full-time teachers			
Number of part-time teachers			
Number of students			

Local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme

	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day and half-day classes
Number of schools			
Number of full-time teachers			
Number of part-time teachers			
Number of students			

Local private independent kindergartens

	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day and half-day classes
Number of schools			
Number of full-time teachers			
Number of part-time teachers			
Number of students			

Non-local kindergartens

	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day and half-day classes
Number of schools			
Number of full-time teachers			
Number of part-time teachers			
Number of students			

Former aided child care centres

	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day and half-day classes
Number of schools			
Number of full-time teachers			
Number of part-time teachers			
Number of students			

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8200)

Reply:

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs from the 2014/15 to 2018/19 school years are tabulated at Appendix. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile teachers' information on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, we are unable to provide the numbers of full-time teachers and part-time teachers as requested.

Appendix

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs operating whole-day (WD) classes only, operating half-day (HD) classes only and operating both WD and HD classes from the 2014/15 to 2018/19 school years

Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS)/KG education scheme (KG Scheme) (excluding former aided child care centres (FACs))

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	Joining the PEVS									Joining the KG Scheme					
	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	9	117	352	9	135	342	8	146	345	9	148	345	10	143	354
No. of teachers	93	2 055	5 315	100	2 363	5 336	91	2 541	5 429	96	2 660	5 354	116	2 656	5 315
No. of students	904	36 189	73 721	901	41 570	74 050	800	44 584	72 967	814	45 634	69 113	995	43 634	65 589

Local NPM KGs not joining the PEVS/KG Scheme

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	Not joining the PEVS									Not joining the KG Scheme					
	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	5	27	4	4	26	4	4	20	2	4	15	6	5	17	4
No. of teachers	62	601	75	60	625	67	61	511	37	69	378	147	74	403	104
No. of students	534	10 397	974	511	10 412	897	518	8 697	382	576	6 669	2 093	586	6 696	1 558

Local private independent KGs

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	3	63	48	3	62	41	3	61	41	3	65	40	3	63	39
No. of teachers	32	890	644	32	869	616	32	903	578	27	936	499	24	954	464
No. of students	341	13 655	8 025	332	12 106	8 550	308	12 319	7 059	263	12 717	5 943	249	12 813	5 033

Non-local KGs

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	9	75	20	11	88	29	10	95	33	13	106	30	11	105	33
No. of teachers	69	487	251	78	653	341	81	707	398	129	793	339	100	793	366
No. of students	865	6 506	2 271	876	9 205	3 382	875	9 166	3 581	1 185	9 728	3 202	1 008	10 090	3 409

FACs

School Year	2014/15		2015/16		2016/17		2017/18		2018/19	
Operating classes	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD
No. of KGs	221	25	223	23	222	24	229	17	232	14
No. of teachers	2 122	197	2 225	187	2 338	223	2 579	149	2 658	118
No. of students	20 139	1 876	20 836	1 770	20 823	1 953	21 880	1 330	21 808	934

Notes:

1. Figures on teachers for the 2018/19 school year are provisional.
2. Figures on students refer to the position as at September of the respective school years.
3. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7068)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out kindergarten (KG) teachers' salaries in the past 5 years by KG type.

Local non-profit-making (NPM) KGs under the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FAC))	With whole-day (WD) classes only	With half-day (HD) classes only	With both WD and HD classes
Full-time (FT) teachers' average salary			
FT teachers' median salary			
FT teachers' highest salary			
FT teachers' lowest salary			

Local non-profit-making (NPM) KGs under the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FAC))	With whole-day (WD) classes only	With half-day (HD) classes only	With both WD and HD classes
Full-time (FT) teachers' average salary			
FT teachers' median salary			
FT teachers' highest salary			
FT teachers' lowest salary			

FACs	With WD classes only	With HD classes only	With both WD and HD classes
FT teachers' average salary			

FT teachers' median salary			
FT teachers' highest salary			
FT teachers' lowest salary			

Local NPM KGs not under PEVS	With WD classes only	With HD classes only	With both WD and HD classes
FT teachers' average salary			
FT teachers' median salary			
FT teachers' highest salary			
FT teachers' lowest salary			

Local private independent KGs	With WD classes only	With HD classes only	With both WD and HD classes
FT teachers' average salary			
FT teachers' median salary			
FT teachers' highest salary			
FT teachers' lowest salary			

Non-local KGs	With WD classes only	With HD classes only	With both WD and HD classes
FT teachers' average salary			
FT teachers' median salary			
FT teachers' highest salary			
FT teachers' lowest salary			

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8203)

Reply:

The respective average salary, median salary, highest salary and lowest salary of full-time (FT) teachers (excluding principals) serving in whole-day (WD) kindergartens (KGs) and half-day (HD) KGs under the Pre-primary Education Voucher Scheme (PEVS)/KG education scheme (KG Scheme) (excluding former aided child care centres (FACs)), FACs, local non-profit-making (NPM) KGs not under PEVS/KG Scheme, local private independent (PI) KGs, and non-local KGs from the 2014/15 to 2018/19 school years are tabulated below:

(i) FT KG teachers in local NPM KGs under PEVS from the 2014/15 to 2016/17 school years/KG Scheme from the 2017/18 to 2018/19 school years (excluding FACs)

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	21,921	22,165	35,930	11,700
	HD classes only	20,448	19,675	57,045	8,000
	Both WD and HD classes	18,752	17,485	70,490	$8,925
2015/16	WD classes only	24,191	25,505	39,360	10,523
	HD classes only	21,950	20,600	59,445	8,000
	Both WD and HD classes	19,946	18,600	85,323	8,000
2016/17	WD classes only	26,283	28,040	41,200	13,600
	HD classes only	23,640	22,430	70,688	9,023
	Both WD and HD classes	21,253	20,000	92,531	8,465
2017/18	WD classes only	27,202	27,000	45,120	18,840
	HD classes only	26,162	24,620	72,445	10,500
	Both WD and HD classes	24,318	22,560	54,230	9,427
2018/19	WD classes only	28,490	25,818	48,540	8,360
	HD classes only	27,862	25,790	70,340	10,840
	Both WD and HD classes	26,044	24,270	63,930	9,410

(ii) FT KG teachers in FACs

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	21,336	20,905	34,315	10,400
	Both WD and HD classes	19,694	18,535	29,720	12,500
2015/16	WD classes only	23,094	22,192	37,590	8,645
	Both WD and HD classes	21,298	20,305	34,100	8,570
2016/17	WD classes only	24,249	22,560	41,318	10,766
	Both WD and HD classes	22,804	21,255	35,780	13,000
2017/18	WD classes only	25,751	23,970	56,700	11,463
	Both WD and HD classes	23,920	22,560	37,570	12,725
2018/19	WD classes only	27,832	25,790	46,563	13,045
	Both WD and HD classes	26,873	25,790	40,420	21,680

(iii) FT KG teachers in local NPM KGs not under PEVS from the 2014/15 to 2016/17 school years/KG Scheme from the 2017/18 to 2018/19 school years

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	25,373	28,315	44,842	15,523
	HD classes only	21,605	19,675	77,953	11,975
	Both WD and HD classes	27,080	26,707	67,614	15,805
2015/16	WD classes only	26,843	28,140	39,390	16,890
	HD classes only	23,143	21,890	66,445	11,500
	Both WD and HD classes	21,133	19,410	35,122	8,512
2016/17	WD classes only	27,864	29,455	41,971	17,200
	HD classes only	23,447	21,550	42,069	10,850
	Both WD and HD classes	24,692	23,344	36,717	11,600
2017/18	WD classes only	28,743	31,063	45,830	11,580
	HD classes only	26,827	26,700	45,435	13,000
	Both WD and HD classes	29,082	29,455	96,406	12,000
2018/19	WD classes only	31,253	33,790	47,492	14,240
	HD classes only	28,118	27,305	50,000	5,090
	Both WD and HD classes	32,396	33,425	100,548	15,500

(iv) FT KG teachers in local PI KGs

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	19,444	18,100	32,760	15,410
	HD classes only	22,665	20,680	75,874	9,450
	Both WD and HD classes	19,670	17,010	89,094	9,000
2015/16	WD classes only	21,409	19,500	35,890	16,500
	HD classes only	23,941	22,280	81,237	10,500
	Both WD and HD classes	21,379	18,000	90,738	9,100
2016/17	WD classes only	22,977	21,378	37,570	17,000
	HD classes only	25,026	23,814	85,707	8,900
	Both WD and HD classes	22,256	18,600	99,881	9,250
2017/18	WD classes only	24,439	23,270	37,570	17,000
	HD classes only	26,403	24,760	129,080	8,200
	Both WD and HD classes	23,177	20,000	82,572	10,800
2018/19	WD classes only	25,749	25,060	40,420	20,770
	HD classes only	28,167	26,700	86,719	11,000
	Both WD and HD classes	23,799	21,000	88,744	11,000

(v) FT KG teachers in non-local KGs

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	34,424	24,544	75,512	9,000
	HD classes only	29,623	26,000	90,446	9,910
	Both WD and HD classes	24,482	22,000	63,311	14,940
2015/16	WD classes only	46,878	43,899	89,427	12,000
	HD classes only	28,059	25,000	100,914	9,250
	Both WD and HD classes	25,364	23,000	81,246	12,000
2016/17	WD classes only	45,818	44,060	108,031	12,000
	HD classes only	29,554	26,000	103,914	8,700
	Both WD and HD classes	26,909	24,441	88,234	11,300
2017/18	WD classes only	41,091	33,194	99,040	12,000
	HD classes only	30,286	26,000	114,625	9,250
	Both WD and HD classes	27,657	25,255	75,000	10,000
2018/19	WD classes only	46,025	47,492	117,094	10,000
	HD classes only	31,945	28,000	103,117	10,000
	Both WD and HD classes	29,613	27,367	83,677	4,400

Note:

(1) Information provided in this reply is based on the survey on KG teachers/child care staff conducted by the Education Bureau in September of the respective school years. Figures for the 2018/19 school year are provisional.

(2) The monthly salary of teachers in KGs joining the KG Scheme, in principle, should not be lower than $21,680 in the 2018/19 school year. However, as a transitional arrangement in the early years of implementation of the new policy, for teachers between the teacher-to-pupil ratios of 1:15 and 1:11, flexibility is allowed for KGs to employ experienced Qualified Kindergarten Teachers already serving in the sector, non-Early Childhood Education (ECE) degree-holders, teachers employed for creating a rich language environment in schools, etc. (all of the above teachers must be a registered teacher or permitted teacher). The salary range under the KG Scheme is not applicable to these teachers as they do not possess Certificate in ECE (C(ECE)) or above qualifications. We will review the arrangement in the 2019/20 school year to determine whether the flexibility should be granted for a further period. As for individual FT teachers with C(ECE) or above qualifications who receive a salary lower than the above-mentioned minimum threshold, we have requested the KGs to rectify the situation. The KGs will raise the salary of their FT teachers to not lower than the

minimum threshold of $21,680 per month. The adjustment is not fully reflected in the questionnaire survey mentioned in Note (1).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7069)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out kindergarten (KG) teachers' wastage rate (no longer teaching in KGs) and job-switching rate (teaching in another KG) in the past 5 years by kindergarten type.

Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FAC))	with whole-day (WD) classes only	with half-day (HD) classes only	with both WD and HD classes
Full-time (FT) teachers' wastage rate			
FT teachers' job-switching rate			

FACs	with WD classes only	with HD classes only	with both WD and HD classes
FT teachers' wastage rate			
FT teachers' job-switching rate			

Local NPM KGs not joining PEVS	with WD classes only	with HD classes only	with both WD and HD classes
FT teachers' wastage rate			
FT teachers' job-switching rate			

Local private independent KGs	with WD classes only	with HD classes only	with both WD and HD classes
FT teachers' wastage rate			
FT teachers' job-switching rate			

Non-local KGs	with WD classes only	with HD classes only	with both WD and HD classes
FT teachers' wastage rate			
FT teachers' job-switching rate			

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8204)

Reply:

The respective wastage rate and job-switching rate of teachers in local non-profit-making (NPM) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) or the KG education scheme (KG Scheme) (excluding former aided child care centres (FACs)), FACs, local NPM KGs not under PEVS or KG Scheme, local private independent (PI) KGs and non-local KGs from the 2014/15 to 2018/19 school years are tabulated below by type of KG. For breaking down the data into KGs with half-day (HD), whole-day (WD) and both HD and WD classes as requested, given the small number of KGs and teachers under individual breakdown items, the percentage will be misleading as it will change greatly even for small changes in the number of teachers. Hence, it is more appropriate to provide the overall wastage rate and job-switching rate.

(a) Wastage rate

School Year	Wastage Rate				
	Local NPM KGs under PEVS or KG Scheme (excluding FACs)	FACs	Local NPM KGs not under PEVS or KG Scheme	Local PI KGs	Non-local KGs
2014/15	8.8%	7.6%	8.8%	13.9%	15.8%
2015/16	8.0%	7.0%	7.3%	14.4%	18.1%
2016/17	9.8%	9.6%	10.5%	15.4%	16.1%
2017/18	9.9%	9.3%	10.7%	15.8%	16.8%
2018/19	11.9%	12.2%	9.4%	15.9%	18.0%

(b) Job-switching rate

School Year	Job-switching Rate				
	Local NPM KGs under PEVS or KG Scheme (excluding FACs)	FACs	Local NPM KGs not under PEVS or KG Scheme	Local PI KGs	Non-local KGs
2014/15	9.6%	9.2%	11.0%	11.2%	7.4%
2015/16	9.6%	8.6%	8.7%	12.1%	7.4%
2016/17	8.4%	7.4%	10.5%	10.5%	13.2%
2017/18	9.3%	8.5%	11.7%	12.2%	12.9%
2018/19	8.5%	7.7%	6.1%	12.1%	8.7%

Notes:

1. "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. "Drop-out teacher" refers to the teachers who had served in a KG concerned as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left the teaching profession in the 2017/18 school year.
2. "Job-switching rate" refers to the number of job-switching teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. "Job-switching teacher" refers to the teachers who had served in a KG concerned as at mid-September of the preceding school year but left that KG as at mid-September of the school year concerned for serving in another KG. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left that KG in the 2017/18 school year for serving in another KG.
3. The figures cover all KG teachers. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile information on the wastage and job-switching rates of teachers on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
4. Figures for the 2018/19 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7070)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the past 5 years, with a breakdown by type of kindergartens (local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres) (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), local private independent kindergartens (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), non-local kindergartens (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), former aided child care centres (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes)):

1. number of kindergartens;
2. number of full-time teachers;
3. number of part-time teachers; and
4. number of students (excluding classes for children aged 2 to 3).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8205)

Reply:

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs from the 2014/15 to 2018/19 school years are tabulated at Appendix. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile teachers' information on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, we are unable to provide the numbers of full-time teachers and part-time teachers as requested.

Appendix

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs operating whole-day (WD) classes only, operating half-day (HD) classes only and operating both WD and HD classes from the 2014/15 to 2018/19 school years

Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS)/KG education scheme (KG Scheme) (excluding former aided child care centres (FACs))

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	Joining the PEVS									Joining the KG Scheme					
	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	9	117	352	9	135	342	8	146	345	9	148	345	10	143	354
No. of teachers	93	2 055	5 315	100	2 363	5 336	91	2 541	5 429	96	2 660	5 354	116	2 656	5 315
No. of students	904	36 189	73 721	901	41 570	74 050	800	44 584	72 967	814	45 634	69 113	995	43 634	65 589

Local NPM KGs not joining the PEVS/KG Scheme

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	Not joining the PEVS									Not joining the KG Scheme					
	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	5	27	4	4	26	4	4	20	2	4	15	6	5	17	4
No. of teachers	62	601	75	60	625	67	61	511	37	69	378	147	74	403	104
No. of students	534	10 397	974	511	10 412	897	518	8 697	382	576	6 669	2 093	586	6 696	1 558

Local private independent KGs

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	3	63	48	3	62	41	3	61	41	3	65	40	3	63	39
No. of teachers	32	890	644	32	869	616	32	903	578	27	936	499	24	954	464
No. of students	341	13 655	8 025	332	12 106	8 550	308	12 319	7 059	263	12 717	5 943	249	12 813	5 033

Non-local KGs

School Year	2014/15			2015/16			2016/17			2017/18			2018/19		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	9	75	20	11	88	29	10	95	33	13	106	30	11	105	33
No. of teachers	69	487	251	78	653	341	81	707	398	129	793	339	100	793	366
No. of students	865	6 506	2 271	876	9 205	3 382	875	9 166	3 581	1 185	9 728	3 202	1 008	10 090	3 409

FACs

School Year	2014/15		2015/16		2016/17		2017/18		2018/19	
Operating classes	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD
No. of KGs	221	25	223	23	222	24	229	17	232	14
No. of teachers	2 122	197	2 225	187	2 338	223	2 579	149	2 658	118
No. of students	20 139	1 876	20 836	1 770	20 823	1 953	21 880	1 330	21 808	934

Notes:

1. Figures on teachers for the 2018/19 school year are provisional.
2. Figures on students refer to the position as at September of the respective school years.
3. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7071)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information regarding kindergarten teachers' salaries for the past 5 years, with a breakdown by type of kindergartens (local non-profit-making kindergartens under the Pre-primary Education Voucher Scheme (excluding former aided child care centres) (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), local non-profit-making kindergartens not under the Pre-primary Education Voucher Scheme (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), local private independent kindergartens (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), non-local kindergartens (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), former aided child care centres (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes)):

1. full-time teachers' average salary;
2. full-time teachers' median salary;
3. full-time teachers' highest salary; and
4. full-time teachers' lowest salary.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8208)

Reply:

The respective average salary, median salary, highest salary and lowest salary of full-time (FT) teachers (excluding principals) serving in whole-day (WD) kindergartens (KGs) and half-day (HD) KGs under the Pre-primary Education Voucher Scheme (PEVS)/the new kindergarten education scheme (KG Scheme) (excluding former aided child centres (FACs)); FACs; local non-profit-making (NPM) KGs not under PEVS/KG Scheme; local private independent (PI) KGs; and non-local KGs from the 2014/15 to 2018/19 school years are tabulated below:

(i) FT KG teachers in local NPM KGs under PEVS from the 2014/15 to 2016/17 school years/under KG Scheme from the 2017/18 to 2018/19 school years (excluding FACs)

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	21,921	22,165	35,930	11,700
	HD classes only	20,448	19,675	57,045	8,000
	Both WD and HD classes	18,752	17,485	70,490	$8,925
2015/16	WD classes only	24,191	25,505	39,360	10,523
	HD classes only	21,950	20,600	59,445	8,000
	Both WD and HD classes	19,946	18,600	85,323	8,000
2016/17	WD classes only	26,283	28,040	41,200	13,600
	HD classes only	23,640	22,430	70,688	9,023
	Both WD and HD classes	21,253	20,000	92,531	8,465
2017/18	WD classes only	27,202	27,000	45,120	18,840
	HD classes only	26,162	24,620	72,445	10,500
	Both WD and HD classes	24,318	22,560	54,230	9,427
2018/19	WD classes only	28,490	25,818	48,540	8,360
	HD classes only	27,862	25,790	70,340	10,840
	Both WD and HD classes	26,044	24,270	63,930	9,410

(ii) FT KG teachers in FACs

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	21,336	20,905	34,315	10,400
	Both WD and HD classes	19,694	18,535	29,720	12,500
2015/16	WD classes only	23,094	22,192	37,590	8,645
	Both WD and HD classes	21,298	20,305	34,100	8,570
2016/17	WD classes only	24,249	22,560	41,318	10,766
	Both WD and HD classes	22,804	21,255	35,780	13,000
2017/18	WD classes only	25,751	23,970	56,700	11,463
	Both WD and HD classes	23,920	22,560	37,570	12,725
2018/19	WD classes only	27,832	25,790	46,563	13,045
	Both WD and HD classes	26,873	25,790	40,420	21,680

(iii) FT KG teachers in local NPM KGs not under PEVS from the 2014/15 to 2016/17 school years/not under the KG Scheme from the 2017/18 to 2018/19 school years

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	25,373	28,315	44,842	15,523
	HD classes only	21,605	19,675	77,953	11,975
	Both WD and HD classes	27,080	26,707	67,614	15,805
2015/16	WD classes only	26,843	28,140	39,390	16,890
	HD classes only	23,143	21,890	66,445	11,500
	Both WD and HD classes	21,133	19,410	35,122	8,512
2016/17	WD classes only	27,864	29,455	41,971	17,200
	HD classes only	23,447	21,550	42,069	10,850
	Both WD and HD classes	24,692	23,344	36,717	11,600
2017/18	WD classes only	28,743	31,063	45,830	11,580
	HD classes only	26,827	26,700	45,435	13,000
	Both WD and HD classes	29,082	29,455	96,406	12,000
2018/19	WD classes only	31,253	33,790	47,492	14,240
	HD classes only	28,118	27,305	50,000	5,090
	Both WD and HD classes	32,396	33,425	100,548	15,500

(iv) FT KG teachers in local PI KGs

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	19,444	18,100	32,760	15,410
	HD classes only	22,665	20,680	75,874	9,450
	Both WD and HD classes	19,670	17,010	89,094	9,000
2015/16	WD classes only	21,409	19,500	35,890	16,500
	HD classes only	23,941	22,280	81,237	10,500
	Both WD and HD classes	21,379	18,000	90,738	9,100
2016/17	WD classes only	22,977	21,378	37,570	17,000
	HD classes only	25,026	23,814	85,707	8,900
	Both WD and HD classes	22,256	18,600	99,881	9,250
2017/18	WD classes only	24,439	23,270	37,570	17,000
	HD classes only	26,403	24,760	129,080	8,200
	Both WD and HD classes	23,177	20,000	82,572	10,800
2018/19	WD classes only	25,749	25,060	40,420	20,770
	HD classes only	28,167	26,700	86,719	11,000
	Both WD and HD classes	23,799	21,000	88,744	11,000

(v) FT KG teachers in non-local KGs

School Year	KGs with	Monthly salary of FT teachers ($)			
		Average salary	Median salary	Highest salary	Lowest salary
2014/15	WD classes only	34,424	24,544	75,512	9,000
	HD classes only	29,623	26,000	90,446	9,910
	Both WD and HD classes	24,482	22,000	63,311	14,940
2015/16	WD classes only	46,878	43,899	89,427	12,000
	HD classes only	28,059	25,000	100,914	9,250
	Both WD and HD classes	25,364	23,000	81,246	12,000
2016/17	WD classes only	45,818	44,060	108,031	12,000
	HD classes only	29,554	26,000	103,914	8,700
	Both WD and HD classes	26,909	24,441	88,234	11,300
2017/18	WD classes only	41,091	33,194	99,040	12,000
	HD classes only	30,286	26,000	114,625	9,250
	Both WD and HD classes	27,657	25,255	75,000	10,000
2018/19	WD classes only	46,025	47,492	117,094	10,000
	HD classes only	31,945	28,000	103,117	10,000
	Both WD and HD classes	29,613	27,367	83,677	4,400

Notes:

(1) Information provided in this reply is based on the survey on KG teachers/child care staff conducted by the Education Bureau in September of the respective school year. Figures for the 2018/19 school year are provisional.

(2) The monthly salary of teachers in KGs joining the KG Scheme, in principle, should not be lower than $21,680 in the 2018/19 school year. However, as a transitional arrangement in the early years of implementation of the new policy, for teachers between the teacher-to-pupil ratios of 1:15 and 1:11, flexibility is allowed for KGs to employ experienced Qualified Kindergarten Teachers already serving in the sector, non-Early Childhood Education (ECE) degree-holders, teachers employed for creating a rich language environment in schools, etc. (all of the above teachers must be a registered teacher or permitted teacher). The salary range under the KG Scheme is not applicable to these teachers as they do not possess Certificate in ECE (C(ECE)) or above qualifications. We will review the arrangement in the 2019/20 school year to determine whether the flexibility should be granted for a further period. As for individual FT teachers with C(ECE) or above qualifications who receive a salary lower than the above-mentioned minimum threshold, we have requested the KGs to rectify the situation. The KGs will raise the salary of their FT teachers to not lower than the minimum threshold of $21,680 per month. The adjustment is not fully reflected in the questionnaire survey mentioned in Note (1).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7072)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out the wastage rate of full-time kindergarten teachers in the past 5 years, with a breakdown by their length of service (0-5 year(s), 6-10 years, 11-15 years, over 15 years) and type of kindergartens (local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres) (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), local private independent kindergartens (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), non-local kindergartens (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes), former aided child care centres (only operating whole-day classes, only operating half-day classes, operating both whole-day classes and half-day classes)).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8209)

Reply:

The respective wastage rates of teachers by their length of service in local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) or the kindergarten education scheme (KG Scheme) (excluding former aided child care centres (FACs)) and FACs from the 2014/15 to 2018/19 school years are tabulated below. As for local NPM KGs not joining PEVS or KG Scheme, local private independent (PI) KGs and non-local KGs, given the small numbers of these types of KGs and their teachers with breakdown by length of service, the percentage will change greatly even for small changes in the number of teachers, hence, the figures will be misleading. Likewise, for simultaneous breaking down the figures by length of service of teachers and by KGs with whole-day (WD), half-day (HD) and both WD and HD classes as requested,

given the small number of teachers under individual breakdown items, the percentage will be misleading as it will change greatly even for small changes in the number of teachers. Hence, it is inappropriate to break down the figures even further.

(i) 2014/15 School Year:

Length of service	Wastage rate				
	Local NPM KGs joining PEVS (except FACs)	FACs	Local NPM KGs not joining PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.1%	9.8%	8.8%	13.9%	15.8%
6-10 years	10.7%	5.1%			
11-15 years	8.7%	6.7%			
Over 15 years	6.9%	7.1%			

(ii) 2015/16 School Year:

Length of service	Wastage rate				
	Local NPM KGs joining PEVS (except FACs)	FACs	Local NPM KGs not joining PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	10.4%	7.8%	7.3%	14.4%	18.1%
6-10 years	10.3%	6.1%			
11-15 years	6.6%	6.4%			
Over 15 years	6.2%	6.8%			

(iii) 2016/17 School Year:

Length of service	Wastage rate				
	Local NPM KGs joining PEVS (except FACs)	FACs	Local NPM KGs not joining PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.4%	10.8%	10.5%	15.4%	16.1%
6-10 years	12.3%	11.3%			
11-15 years	8.3%	8.3%			
Over 15 years	8.5%	8.5%			

(iv) 2017/18 School Year:

Length of service	Wastage rate				
	Local NPM KGs joining PEVS (except FACs)	FACs	Local NPM KGs not joining PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.0%	10.1%	10.7%	15.8%	16.8%
6-10 years	10.7%	11.1%			
11-15 years	8.1%	6.4%			
Over 15 years	9.1%	8.8%			

(v) 2018/19 School Year:

Length of service	Wastage rate				
	Local NPM KGs joining KG Scheme (except FACs)	FACs	Local NPM KGs not joining KG Scheme	Local PI KGs	Non-local KGs
0-5 year(s)	13.0%	14.3%	9.4%	15.9%	18.0%
6-10 years	13.4%	12.8%			
11-15 years	10.8%	10.0%			
Over 15 years	10.6%	9.8%			

Note:

1. "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers in the KGs concerned as at mid-September of the preceding school year. "Drop-out teacher" refers to the teachers who had served in a KG concerned as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG joining PEVS in the 2016/17 school year but left the teaching profession in the 2017/18 school year.
2. The figures cover all KG teachers. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile information on the wastage rate of teachers on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
3. The figures of the 2018/19 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7075)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out the resources allocated by the Government to skills opportunity schools and the unit cost per student in the past 5 years and for the next financial year.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8602)

Reply:

All skills opportunity schools had completed mainstreaming in August 2005. No government resources were allocated specifically for skills opportunity schools since then, and hence there is no information on the related unit cost per student.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7101)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

People have reflected that at present, kindergarten students with special needs could not access support service until assessment is undertaken. While the Pilot Scheme on On-site Pre-school Rehabilitation Services allows operators to allocate up to 10% of their service quotas to cases pending assessment, people consider this far from sufficient. The Education Bureau's policy on integrated education follows the "treat and test" approach and immediate support is provided for every student with special educational needs while assessment is being arranged. Would the Government advise of the following:

At present, how many children who are waitlisted for assessment will benefit from the Pilot Scheme on On-site Pre-school Rehabilitation Services? What is the percentage share of these children among the total number of children waiting for assessment?

With the implementation of the free kindergarten education policy, most kindergartens are directly subsidised by government funds and turned into public sector schools. Will the Government extend the policy on integrated education to kindergartens, including such measures as "treat and test", provision of educational psychologists and social workers, and creation of "Special Educational Needs Coordinator"? If yes, what are the arrangements? If no, what are the reasons?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1469)

Reply:

The Government has an established mechanism to provide different services for children with special needs or at risk of developmental delay through the collaborative efforts of various departments including Department of Health (DH), Hospital Authority (HA), Social Welfare Department (SWD) and Education Bureau (EDB). Specifically, DH and HA arrange assessment, treatment and referral of rehabilitation services for children with special needs or at risk of developmental delay. The SWD provides pre-school rehabilitation services (including the "On-site Pre-school Rehabilitation Services" (OPRS)) for children with disabilities from birth to the age of 6 years, and helps their families meet

their special needs. The EDB provides training for kindergarten (KG) teachers and school-based support services for KGs so as to enhance their capacity in catering for students with diverse learning needs.

Starting from November 2015, the SWD has implemented the Pilot Scheme on On-site Pre-school Rehabilitation Services (Pilot Scheme). With the regularisation of the Pilot Scheme in October 2018, the number of service places has increased from about 3 000 under the Pilot Scheme to about 5 000, which will be further increased to 7 000 in the 2019/20 school year. In delivering OPRS, training is provided for children with special needs through multi-disciplinary service teams comprising occupational therapists, physiotherapists, speech therapists, clinical/educational psychologists, social workers and special child care workers under the coordination of non-governmental organisations. Apart from providing services for children with special needs, multi-disciplinary service teams also provide support services for teachers/child care workers and parents. From 1 November 2015 to 31 December 2018, 389 children waiting for DH's or HA's assessment received OPRS at the same time. The SWD does not have information on the number of pre-school children waiting for assessment, nor the percentage share of pre-school children receiving OPRS to the overall number of children waiting for assessment.

On the other hand, the new kindergarten education scheme (KG Scheme) has been implemented starting from the 2017/18 school year. The enhancement of teacher to pupil ratio from 1:15 (including the principal) to 1:11 (principal not included) under the KG Scheme allows KG teachers to have more room for various professional activities, including capitalising on the resources to collaborate with the multi-disciplinary service teams that provide OPRS. Moreover, the EDB has devised a teacher professional development framework to enhance KG teachers' understanding of the developmental needs of children and to empower them to identify and cater for learner diversity, including those at risk of developmental delay. In the 2018/19 school year, the EDB has provided KG teachers with structured in-service training courses at basic and advanced levels, covering content such as fundamental knowledge and skills on early identification and interventions, multi-disciplinary collaboration and strategies related to coordination of support services. The EDB has set specific targets for training such that each KG joining the KG Scheme will have at least 1 teacher completed the Basic Course as recognised by the EDB before the end of the 2020/21 school year.

Overall speaking, the Government has been making efforts to, through various means, early identify and support children suspected to have developmental disorders. As the pace of development of KG students in general varies, the difficulties encountered by some children in learning may be transitory. Moreover, requirements on children in pre-school stage on learning, social, emotional and behavioural aspects differ as compared with those in primary schools. Hence, the support model that the EDB adopts for public sector ordinary primary schools may not be applicable to pre-school children. Besides, the above measures can also appropriately cater for students with special needs or at risk of developmental delay. All in all, the EDB will continue to promote inclusive culture in KGs and make sustained efforts to provide more KG teachers with relevant training with a view to supporting the teachers to cater for learner diversity, which is the top priority for the EDB and the industry. At this stage, we have no plan to create a post of coordinator in

KGs in relation to supporting children with special needs or to deploy educational psychologists.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7107)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What was the number of school bullying cases involving secondary school students received by the Education Bureau (EDB) in the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8723)

Reply:

Based on the information retrieved from the EDB's annual questionnaire survey on guidance and discipline cases in public sector secondary schools, the number of student cases involving school bullying in secondary schools in the past 5 years (i.e. from the 2013/14 to 2017/18 school years) is as follows:

School year	2013/14	2014/15	2015/16	2016/17	2017/18
Number of student cases involving school bullying in secondary schools	136	137	114	64	103

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7108)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What was the number of school bullying cases involving primary school students received by the Education Bureau in the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8724)

Reply:

Based on the information retrieved from the Education Bureau's annual questionnaire survey on guidance and discipline cases in public sector primary schools, the number of student cases involving school bullying in primary schools in the past 5 years (i.e. from the 2013/14 to the 2017/18 school years) is as follows:

School year	2013/14	2014/15	2015/16	2016/17	2017/18
Number of student cases involving school bullying in primary schools	118	77	90	60	99

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7109)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 5 years, how many misconduct cases involving secondary school teachers were received by the Bureau?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8725)

Reply:

Misconduct of teachers defies simple definition and categorising different acts of misconduct is difficult. Since the Education Bureau does not compile statistics on the number of misconduct cases involving secondary school teachers received each year, the requested information is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7110)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 5 years, how many misconduct cases involving primary school teachers were received by the Bureau?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8726)

Reply:

Misconduct of teachers defies simple definition and categorising different acts of misconduct is difficult. Since the Education Bureau does not compile statistics on the number of misconduct cases involving primary school teachers received each year, the requested information is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7111)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Has the Bureau drawn up guidelines to curb bullying in schools? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8727)

Reply:

The Education Bureau (EDB) will not tolerate any act of bullying in schools, no matter in whatever forms (including verbal, physical and cyber bullying) or on whatever grounds (including poverty, race, special educational needs and sexual orientation). All along, the EDB has been requiring all schools, through circulars, to take the matter seriously and implement proactive measures to ensure the safety of students at school and strive to create a harmonious school environment which is conducive to students' learning. The EDB has also set out in the School Administration Guide guidelines on handling and prevention of bullying cases for reference to all schools. Schools are advised to adopt the Whole School Approach in formulating and implementing anti-bullying strategies, including clear stance on zero tolerance, proper reporting mechanism and handling procedures, highly transparent monitoring as well as proactive and serious attitude in handling each bullying incident.

If there are bullying incidents, schools should intervene and take follow-up action as soon as possible, taking education, guidance and protection of their students as their prime concern. Such actions include stopping the act of bullying immediately upon receipt of such a report; assessing whether the student(s) concerned is/are injured or emotionally unstable and arranging for first aid/treatment as appropriate if there is any physical injury; thereafter intervening and conducting an initial mediation; and arranging for intensive counselling by counsellors or relevant professional service from outside as appropriate. Schools are equipped with professionals, including guidance personnel, school social workers and school-based educational psychologists, etc., who provide necessary support and mediation

to students in need. In the process of handling these cases, schools have to work together with parents to help students involved rectify their behavioral problems and better protect the students being bullied. If suspected abuse is involved, schools may consult the Social Welfare Department (SWD) so that case referral and counselling services can be provided. For serious cases, schools should report them to the Police immediately to seek assistance. The EDB will liaise with schools, the SWD and the Police on appropriate ways to handle cases.

Moreover, the EDB attaches great importance to the prevention of school bullying. Through preventive education, training programmes and various guidance and discipline activities, anti-bullying awareness is enhanced among students and staff, with a view to helping students develop positive values and attitudes, such as empathy and respect for others, and acquire skills of conflict resolution and establishing harmonious interpersonal relationships.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7143)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (350) Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide figures or projected figures on the following for the year past and the coming 3 years:

a) How many kindergarten-age children are there in Hong Kong in total? What is the distribution of these children among all districts?

b) How many children are attending kindergartens? What is the distribution of these children among all districts?

c) How many students are eligible for the Kindergarten and Child Care Centre Fee Remission Scheme? Among these eligible students, how many are granted remission?

2. How is the collection of miscellaneous charges among kindergartens?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1487)

Reply:

1a) Figures on projected school-age population aged 3-5 who are residing in Hong Kong by district from the 2018/19 to 2021/22 school years are tabulated at Appendix 1. This age group is generally considered appropriate for receiving kindergarten (KG) education. 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 KG level. Besides, given that students under or above this age group may enrol in KGs and students may study in

districts other than their resident district, the actual number of students at district and territory-wide levels may be different from the projected school-age population.

b) The number of students in KGs by school district in the 2018/19 school year is tabulated at Appendix 2. It is not possible to accurately project the overall number of KG students in the coming school years and their geographical distribution as the number of KG students is subject to year-on-year changes depending on family factors, distribution of their places of residence, adjustment of related policies, etc. Besides, parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs.

c) The Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) provides needy KG students with financial assistance in the form of fee remission. Fee remission will be granted to applicants who pass the means test of the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency and meet the eligibility criteria for KCFRS. The number of successful KG applicants who meet the eligibility criteria under KCFRS for the 2018/19 school year is set out at Appendix 3. The SFO does not have information on the number of eligible KG students who will be granted fee remission under KCFRS in the coming 3 school years.

2. As regards parents' expenses on school uniforms, textbooks, tea and snacks, etc. (generally referred to as "miscellaneous charges"), we have stipulated in a circular issued to KGs which joined the KG education scheme (Scheme) that government subsidy and school fees (if any) should have covered all expenses directly related to the learning and teaching of students and school operation. Scheme-KGs should keep sales of school items and provision of paid services to a minimum and observe the guiding principles set out in the circular issued by the Education Bureau, including that the purchase must be of voluntary nature, no profit should be generated from the sale of textbooks, and profit for other items (if any) should not exceed 15% of the cost. All profit generated must be ploughed back into the KGs for use in school operation and provision of KG education services. To enhance transparency, KGs are required to disclose a list of items and fees charged in the preceding school year on their school website and in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres. Under the new KG education policy, a recurrent grant is provided to KG students from needy families to defray school-related expenses incurred such as textbooks, stationery and school uniforms.

Projected school-age population aged 3-5 who are residing in Hong Kong by district from the 2018/19 to 2021/22 school years

District	**2018/19**	**2019/20**	**2020/21**	**2021/22**
Central and Western	4 600	4 400	5 000	5 600
Wan Chai	3 300	3 200	3 600	4 100
Eastern	12 600	12 000	12 600	12 500
Southern	6 600	6 400	5 700	5 400
Yau Tsim Mong	7 600	7 200	8 100	9 200
Sham Shui Po	10 000	11 500	12 300	12 500
Kowloon City	9 700	9 500	10 000	10 100
Wong Tai Sin	8 500	8 200	8 100	7 500
Kwun Tong	16 300	16 700	15 400	14 100
Sai Kung	11 100	11 400	11 300	11 300
Sha Tin	14 700	14 900	15 200	14 600
Tai Po	6 700	6 300	6 700	7 400
North	7 700	7 500	7 900	8 000
Yuen Long	15 200	15 600	15 500	15 600
Tuen Mun	11 100	10 900	11 300	11 200
Tsuen Wan	7 400	7 400	7 800	8 000
Kwai Tsing	11 200	11 900	11 100	10 000
Islands	4 700	5 600	5 500	5 400
All districts	**168 900**	**170 800**	**173 200**	**172 500**

Notes: (1) Figures in the above table are compiled with reference to the 2016-based Population Projections released by the Census and Statistics Department (C&SD) in September 2017 and the "Projections of Population Distribution 2018 – 2026" released by the Planning Department in June 2018.

(2) School-age population aged 3-5 is considered appropriate for receiving 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. The projected figures should not be taken as the projected number of students attending schools in the districts. 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 may also receive 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 2016-based Population Projections released by C&SD in September 2017. 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.

(5) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

Number of students studying in kindergartens by district in the 2018/19 school year

District	Number of students
Central and Western	6 263
Wan Chai	7 050
Eastern	11 035
Southern	4 652
Yau Tsim Mong	6 554
Sham Shui Po	9 557
Kowloon City	22 158
Wong Tai Sin	7 042
Kwun Tong	12 183
Sai Kung	8 937
Sha Tin	14 278
Tai Po	6 529
North	9 138
Yuen Long	16 055
Tuen Mun	11 966
Tsuen Wan	7 147
Kwai Tsing	10 054
Islands	3 804
Total	174 402

Notes: (1) Figures refer to the position as at September of the school year.
(2) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).

Number of successful kindergarten applicants who meet the eligibility criteria under the Kindergarten and Child Care Centre Fee Remission Scheme in the 2018/19 school year

	2018/19 school year (as at 31 January 2019)
Number of kindergarten students granted fee remission (Note)	22 290

Note: Excluding kindergarten students who pass the means test but do not need to pay school fees.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7146)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the support provided for students with special educational needs (SEN) at post-secondary level, please advise of the following:

1. the number of provision of interpreters or note-takers by post-secondary institutions and whether students have to pay for such services in the past 5 years; and

2. the financial resources for providing support services for students with SEN in post-secondary institutions in the past 5 years, together with a breakdown by use.

3. Since different and incoherent policies are adopted by post-secondary institutions to support students with SEN, will the Government consider formulating an overarching policy and allocating additional resources to strengthen the support for students with SEN in these institutions?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1664)

Reply:

1. Post-secondary institutions will make special arrangements and provide support services to cater for the needs of students with special educational needs (SEN). The Government does not maintain records of the number of interpreters/note-takers provided by various post-secondary institutions or the expenses involved.

2. & 3. As far as University Grants Committee (UGC)-funded universities are concerned, since funding for students with SEN is included in the Block Grant provided for individual universities, we are not able to provide the actual amount of expenditure on support services for such students. To further support students with SEN in the post-secondary sector, the Government has implemented in recent years various initiatives, which are set out below:

(a) To enable students with SEN to pursue UGC-funded programmes and adapt to campus life, as well as to further promote an inclusive culture, the UGC provided a one-off special grant totalling $20 million for the eight UGC-funded universities in 2015 to enhance these universities' support for students with SEN, such as purchasing aids and equipment, strengthening training for academic and administrative staff and supporting student bodies in organising events and activities that encourage integration of students with SEN into campus life. In July 2018, the UGC implemented the second phase of the funding scheme, which would last for two years, to provide an additional grant of $20 million to the UGC-funded universities to further enhance support in this regard.

(b) In 2013, the Government made two separate injections of $20 million into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish the Endeavour Merit Award (EMA) and the Endeavour Scholarship (EDS) respectively, which seek to give recognition to deserving post-secondary students with SEN in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient of EMA or EDS will receive a scholarship of $10,000. The number of EMA and EDS recipients in the academic years from 2014/15 to 2017/18 is tabulated below. The list of awardees for the 2018/19 academic year will be announced in due course.

Academic Year	2014/15	2015/16	2016/17	2017/18
Number of recipients of Endeavour Merit Award (EMA)	74	97	99	100
Number of recipients of Endeavour Scholarship (EDS)	75	98	99	100

(c) In the financial years from 2013-14 to 2018-19, a recurrent funding of $12 million per year was allocated to the Vocational Training Council to enhance the support services for students with SEN. Starting from the 2019-20 financial year, the recurrent funding will be increased to $21.6 million per year, which includes the provision for emotional counselling services for students in need.

(d) The Commission on Poverty has approved the allocation of $12.5 million from the Community Care Fund to implement a programme in the academic years from 2015/16 to 2020/21 for enhancing the academic expenses grant for post-secondary students with SEN and financial needs in order to better facilitate their learning, for example, through purchase of equipment. In the 2018/19 academic year, each eligible student may receive an additional academic expense grant up to $8,680 per year. The actual amount of grant disbursed depends on the level of assistance as assessed in the means test conducted by the Student Finance Office of the Working Family and Student Financial Assistance Agency.

The Government is committed to providing young people, including students with SEN, with flexible and diversified study pathways with multiple entry and exit points, which include undergraduate and sub-degree programmes and vocational education programmes. The UGC and the Education Bureau will, among others, continue to maintain liaison with UGC-funded and self-financing institutions to follow up on the provision of support by individual institutions for students with SEN and promote an inclusive culture.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7149)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the studies (if any) conducted by the Education Bureau (EDB) and the departments under its purview for the purpose of formulating and assessing policies, please provide their 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:

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, 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 in-house studies this year? If yes, please provide the following information:

Title, content and objective of project	Start date	Progress of studies (under planning/in progress/completed)	The Administration's follow-ups to the study report and the progress (if any)	For studies 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) Are there any projects for which funds have been reserved for conducting consultancy studies this year? 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)	The Administration's follow-ups to the study report and the progress (if any)	For studies that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?

(d) When the EDB is granting the funds for the consultancy projects to the research organisations, what are the criteria considered?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8100)

Reply:

(a) The studies for which funding have been allocated from 2017-18 to 2018-19 are as follows:

(i) Studies commissioned by the Education Bureau (EDB) (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)**	**The Administration's follow-ups to the study report and the progress (if any)**	**For completed studies, have they been made public? If yes, through what channels? If no, why?**
Aristo Market Research & Consulting Co., Ltd	Others (by quotation)	Perception Surveys for Vocational and Professional Education and Training (VPET) To compare the change in public perception of VPET with the Government's implementation of a series of promotion strategies.	490,000	September 2015	Completed (March 2019)	The findings will be used to evaluate the effectiveness of the promotion strategies of VPET.	Not applicable as findings of the study are for internal reference only.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Centre for Learning Enhancement and Research of the Chinese University of Hong Kong	Others (by quotation)	Research study on the impact of e-learning in schools	1,430,000	December 2015	Completed (December 2018)	The findings will provide reference to fine-tune the support measures of the Fourth Strategy on Information Technology in Education (ITE4), as appropriate.	The findings will be shared during teacher training courses and the PowerPoint will also be uploaded to the website of the Education Bureau.
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO,	Others (by quotation)	Evaluation of the Enhanced Native-speaking English Teacher (ENET) Scheme in Secondary Schools The objectives are to: (i) To inform the public of the effectiveness of the ENET Scheme as a territory-wide initiative in	1,392,113.42	January 2016	Completed (December 2017)	Key findings of the report will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the relevant scheme.	The final report will be uploaded to the website of the Education Bureau in the 2018/19 school year.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
University of Hong Kong 5. Dr Alex YU, Azusa Pacific University		support of English language education in public-sector secondary schools; (ii) To identify areas for improvement and recommend strategies for enhancing the impact and effectiveness of the ENET Scheme including the provision of a support structure; and (iii) To inform policy making regarding the development					

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		and implementation of the ENET scheme.					
Institute of Professional Education and Knowledge of Vocational Training Council	Others (by quotation)	Pilot Project on extending the Recognition of Prior Learning (RPL) to cover Non-formal and Informal Learning for the Elderly Care Service industry under the Hong Kong Qualifications Framework (HKQF) To facilitate the possible acquisition of the HKQF-recognised RPL qualifications of the experienced care-givers.	599,949	January 2016	Completed (September 2017)	The findings of the pilot project are for internal reference.	Not applicable as findings of the study are for internal reference only.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Shue Yan University	Others (by quotation)	Project on Referencing of the Hong Kong Qualifications Framework (HKQF) and the New Zealand Qualifications Framework (NZQF) To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between the HKQF and the NZQF and to prepare a report.	880,000	March 2016	Completed (September 2018)	The findings of the referencing project were promulgated and uploaded to the Hong Kong Qualifications Framework website in September 2018.	The findings of the referencing project were promulgated in September 2018.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Hong Kong Institute of Bankers	Others (by quotation)	Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Banking Industry under the Hong Kong Qualifications Framework To develop the VQP for the Banking industry.	980,000	March 2016	Completed (September 2017)	The findings of the pilot project are for internal reference only.	Not applicable as findings of the study are for internal reference only.
HKU School of Professional and Continuing Education	Others (by quotation)	Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Property Management Industry under the Hong Kong Qualifications Framework	495,000	April 2016	Completed (June 2017)	The findings of the pilot project are for internal reference only.	Not applicable as findings of the study are for internal reference only.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		To develop the VQP for the Property Management industry.					
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Study on Implementation of the Code of Good Practice for Self-financing Post-secondary Sector To understand the extent of the adoption of the Code in the sector.	696,550	May 2016	Completed (June 2017)	The findings have been shared with stakeholders for reference.	An executive summary of the survey report has been uploaded to the Concourse 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Pilot Project on Phase II of Exploratory Study on Possible Alignment of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF) To test out criteria, principles and procedures for recognising and benchmarking professional qualifications with the HKQF.	1,380,000	August 2016	Completed (April 2018)	The findings of the study are for internal reference only.	Not applicable as findings of the study are for internal reference only.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Project on Review of Generic Level Descriptors (GLD) and Development of Practical Tools for Adoption of Generic Level Descriptors under the Hong Kong Qualifications Framework To review and recommend revisions to the GLD for better clarity and user-friendliness.	1,344,900	August 2016	Completed (April 2018)	The findings of the review were promulgated and uploaded to the Hong Kong Qualifications Framework website in April 2018.	The findings of the review were promulgated in April 2018.
Policy 21 Limited	Others (by quotation)	Consultancy Study on Communications between Schools and Parents To understand the communications between schools and	1,134,000	January 2017	Completed (March 2019)	The findings and good practices identified will be used for sharing among schools to improve effective and efficient communication with	The final report will be uploaded to the website of the Committee on Home-School Co-operation in the 2018/19 school year.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		parents as well as to identify good practices for sharing among schools.				parents with a view to enhancing comprehensive care for children.	
Aristo Market Research & Consulting Co. Ltd	Others (by quotation)	Tracking surveys for the Impact of Implementation and Perception of Hong Kong Qualifications Framework (HKQF) To undertake tracking surveys at different stages so as to assess the change of perception of stakeholders towards the HKQF.	590,000	February 2017	In progress	The findings of the surveys are for internal reference only.	Not applicable as the surveys have 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
National Recognition Information Centre for the United Kingdom	Others (by quotation)	Project on the Use of Qualifications Framework (QF) Credit in Higher Education Sector To assist individual higher education institutions in the use of QF Credit and examine existing operational guidelines on use of credit.	718,002.1 (GBP 68,850)	March 2017	Completed (May 2018)	The findings of the study are for internal reference only.	Not applicable as findings of the study are for internal reference only.
The Chinese University of Hong Kong	Others (by quotation)	Study on Teacher Professional Learning under the Chief Executive's Award for Teaching Excellence (CEATE) To garner data on principals' and teachers' learning	1,429,163	April 2017	Completed (March 2019)	The findings will be used as reference for formulating strategies on the professional development of teachers and school leaders.	The summary of findings will be 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		needs, identify service gaps, and promote learning opportunities with a view to improving teaching and enhancing students' achievement.					
The University of Hong Kong	Others (by quotation)	Consultancy Study on the Effectiveness of the Provision of Quality Kindergarten (KG) Education in Hong Kong under the Free Quality Kindergarten Education Policy To examine the effectiveness of the provision of quality KG education in Hong Kong under the new KG	2,948,876	April 2017	In progress	Subject to the findings of the study, follow-ups will be considered as appropriate.	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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		Education Policy; to identify good practices and areas for improvement for KGs joining the Scheme; and to investigate school factors that are conducive to the development of quality KG education.					

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Consumer Search Hong Kong Limited	Others (by quotation)	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2016 To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	1,238,000	July 2017	In progress	The findings will be shared with post-secondary institutions for reference.	Not applicable as the survey 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Education University of Hong Kong	Others (by quotation)	Review on the Effectiveness of the Implementation of Life Planning Education in Secondary Schools in Hong Kong To evaluate the effectiveness and impacts of the implementation of Life Planning Education in schools and the support services under the "Business-School Partnership Programme".	599,760	August 2017	Completed (February 2019)	The findings and recommendations of the Review will be used as a reference for enhancing the Life Planning Education and related support measures.	The executive summary will be uploaded to EDB "Life Planning" 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	Others (by quotation)	Consultancy Study on the Effectiveness of the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland To identify the benefits for stakeholders, the success and possible improvement of the Sister School Scheme and the Pilot Scheme as well as to consolidate experience for fostering continuous professional interflows.	860,410	August 2017	Completed (March 2019)	The findings of the Study will be used as a reference for enhancing the Sister School Scheme and related support measures.	The executive summary will be uploaded to EDB "Sister School Scheme" 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	Others (by quotation)	Survey on Stakeholders' Views on Self-financing Post-secondary Education To gauge the views of stakeholders on the role and positioning of the self-financing post-secondary education sector in Hong Kong, and its future development.	550,000	January 2018	Completed (September 2018)	The findings of the study were shared with relevant stakeholders for reference.	The extract of the survey findings was incorporated in the "Task Force on Review of Self-financing Post-secondary Education – Review Report" which is available at EDB and the Concourse websites for public's reference.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Study on International Experiences of Self-financing Post-secondary Education To better understand the development of self-financing post-secondary education in other advanced economies.	1,109,130	February 2018	Completed (September 2018)	The findings of the study were shared with relevant stakeholders for reference.	The extract of the study findings was incorporated in the "Task Force on Review of Self-financing Post-secondary Education – Review Report" which is available at EDB and the Concourse websites for public's reference.
Education Policy Unit, The University of Hong Kong	Others (by quotation)	Impact Study on the Implementation of the Current Phase of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong	1,397,625	March 2018	In progress	The findings will be used as a reference for improvement to the SDA framework.	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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		To understand the effectiveness of the current phase of the SDA framework in promoting continuous development of schools.					

(ii) Studies commissioned by the 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Mr Dugald MACKIE	Others (by quotation)	To provide advice and technical support for the implementation of the recommendations of the report "Governance in UGC-funded Higher Education Institutions in Hong Kong".	487,205 (USD 62,500)	July 2016	Completed (January 2018)	The UGC has completed the implementation of the recommendations of the report "Governance in UGC-funded Higher Education Institutions in Hong Kong" with the assistance of Mr MACKIE.	Not applicable as the consultant's advice is for internal reference only.
Mr Dugald MACKIE	Others (by quotation)	To provide support to the Sub-Group on Planning Exercise on the work pertaining to the Planning Exercise for the 2019-22 triennium.	689,822 (USD 87,500)	July 2017	Completed (September 2018)	The UGC has completed the 2019-22 Planning Exercise, with the assistance of Mr MACKIE.	Not applicable as the consultant's advice is for internal reference only.

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Architecture Design and Research Group Limited	Others (by quotation)	To carry out a consultancy study to analyse the applicability and appropriateness of the formulae and standards being used to arrive at the space and accommodation needs of the UGC-funded universities. Space utilisation survey and audit of the space inventories of universities are also included in the study.	880,000	December 2017	In progress	The report is being finalised.	Not applicable as the study has not been completed.
Mr Dugald MACKIE	Others (by quotation)	To provide support to the Sub-Group on Planning Exercise on the Review of the Planning Exercise.	750,000	September 2018	In progress	The UGC will conduct the Review of the Planning Exercise, with the assistance of Mr MACKIE.	Not applicable as the study has not been completed.

Separately, the Student Finance Office of the Working Family and Student Financial Assistance Agency has not earmarked provision between 2017-18 and 2018-19 to conduct any consultancy study on public policy.

(b) The Education Bureau and its departments have not reserved funding for conducting in-house studies in 2019-20.

(c) The consultancy studies for which provisions will be reserved in 2019-20 are as follows:

(i) Studies commissioned/to be commissioned by the EDB (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)**	**The Administration's follow-ups to the study report and the progress (if any)**	**For completed studies, have they been made public? If yes, through what channels? If no, why?**
Aristo Market Research & Consulting Co. Ltd.	Others (by quotation)	Tracking surveys for the Impact of Implementation and Perception of Hong Kong Qualifications Framework (HKQF) To undertake tracking surveys at different stages so as to assess the change of perception of stakeholders towards the HKQF.	590,000	February 2017	In progress	The findings of the surveys are for internal reference only.	Not applicable as the surveys have not been completed.
The University of Hong Kong	Others (by quotation)	Consultancy Study on the Effectiveness of the Provision of Quality Kindergarten (KG) Education in Hong Kong under the	2,948,876	April 2017	In progress	Subject to the findings of the study, follow-ups will be considered as appropriate.	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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		Free Quality Kindergarten Education Policy To examine the effectiveness of the provision of quality KG education in Hong Kong under the new KG Education Policy; to identify good practices and areas for improvement for KGs joining the Scheme; and to investigate school factors that are conducive to the development of quality KG education.					

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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Consumer Search Hong Kong Limited	Others (by quotation)	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2016 To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	1,238,000	July 2017	In progress	The findings will be shared with post-secondary institutions for reference.	Not applicable as the survey 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Education Policy Unit, The University of Hong Kong	Others (by quotation)	Impact Study on the Implementation of the Current Phase of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong To understand the effectiveness of the current phase of the SDA framework in promoting continuous development of schools.	1,397,625	March 2018	In progress	The findings will be used as a reference for improvement to the SDA framework.	Not applicable as the study has not been completed.

(ii) Studies commissioned/to be commissioned by 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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Architecture Design and Research Group Limited	Others (by quotation)	To carry out a consultancy study to analyse the applicability and appropriateness of the formulae and standards being used to arrive at the space and accommodation needs of the UGC-funded universities. Space utilisation survey and audit of the space inventories of universities are also included in the study.	880,000	December 2017	In progress	The report is being finalised.	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)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Mr Dugald MACKIE	Others (by quotation)	To provide support to the Sub-Group on Planning Exercise on the Review of the Planning Exercise.	750,000	September 2018	In progress	The UGC will conduct the Review of the Planning Exercise, with the assistance of Mr MACKIE.	Not applicable as the study has not been completed.

Separately, the Student Finance Office of the Working Family and Student Financial Assistance Agency is not planning to conduct any consultancy studies on public policy in 2019-20.

(d) Given the different objectives, design, technical requirements and uniqueness of different consultancy studies, criteria specific to each consultancy study have been adopted for considering their award 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.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7152)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide, by type of kindergartens (KGs), information on school fees charged by KGs in the past 5 years.

	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding Former Aided Child Care Centres (FACs))			Local NPM KGs not joining PEVS			Local private independent KGs			Non-local KGs			FACs		
	WD classes only	HD classes only	Both WD and HD classes	WD classes only	HD classes only	Both WD and HD classes	WD classes only	HD classes only	Both WD and HD classes	WD classes only	HD classes only	Both WD and HD classes	WD classes only	HD classes only	Both WD and HD classes
Median school fee															
Average school fee															
Highest school fee															
Lowest school fee															

WD – whole-day
HD – half-day

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 8206)

Reply:

The median, weighted average, highest and lowest school fees charged by kindergartens (KGs) operating half-day (HD) classes and whole-day (WD) classes (excluding classes for children aged 2 to 3), by type of KGs, from the 2014/15 to 2018/19 school years are tabulated at Appendix. Some KGs operate both HD and WD classes. This is mainly to flexibly cater for parents' needs. When assessing whether KGs need to collect school fees, we are concerned about whether HD classes are free, and whether the fees collected for WD classes are at a low level. Whether a KG operates both HD and WD classes is not our primary concern. Hence, there is no separate analysis on the collection of school fees by this type of KGs.

Appendix

Median, weighted average, highest and lowest school fees
charged by KGs operating HD and WD classes by type of KGs
from the 2014/15 to 2018/19 school years

2014/15 school year

Annual school fee	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))		FACs		Local NPM KGs not joining the PEVS		Local private independent (PI) KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	23,600	36,600	21,900	38,600	33,700	75,900	49,100	64,800	64,000	97,900
Weighted average school fee	23,700	37,200	22,700	38,000	33,400	88,400	50,100	63,400	67,300	103,600
Highest school fee	30,000	60,000	28,900	52,900	65,100	154,100	99,000	111,600	130,100	154,100
Lowest school fee	11,800	19,400	16,600	22,700	21,800	51,100	14,100	23,300	24,900	47,800

2015/16 school year

Annual school fee	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	26,000	39,600	24,900	42,100	35,300	80,300	50,100	69,600	68,000	101,700
Weighted average school fee	26,200	40,400	25,600	41,900	34,100	87,600	52,700	66,900	71,800	106,700
Highest school fee	33,800	67,500	30,200	59,500	53,000	166,500	98,500	111,600	148,800	166,500
Lowest school fee	12,000	21,100	17,900	26,400	22,900	55,100	21,600	31,200	27,600	47,800

2016/17 school year

Annual school fee	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	27,600	42,300	27,900	46,200	35,700	82,000	54,100	74,400	70,200	109,800
Weighted average school fee	27,800	43,200	27,700	46,100	34,700	91,400	55,700	70,800	72,800	113,900
Highest school fee	34,900	69,700	32,200	64,900	56,000	177,400	98,500	125,000	148,800	177,400
Lowest school fee	12,000	21,700	19,800	30,600	20,600	57,900	21,600	32,000	27,600	47,800

2017/18 school year

Annual school fee	Local NPM KGs joining the KG education scheme (KG Scheme) (excluding FACs)		FACs		Local NPM KGs not joining the KG Scheme		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	2,900	7,300	Not applicable	11,400	35,700	71,400	57,500	78,500	76,000	115,200
Weighted average school fee	3,000	8,100	Not applicable	11,000	36,100	80,600	59,100	72,800	77,200	122,100
Highest school fee	9,500	25,900	Not applicable	22,500	61,000	181,700	106,200	140,000	146,600	181,700
Lowest school fee	100	200	Not applicable	900	22,400	38,300	27,600	35,300	27,600	47,800

2018/19 school year

Annual school fee	Local NPM KGs joining the KG Scheme (excluding FACs)		FACs		Local NPM KGs not joining the KG Scheme		Local PI KGs		Non-local KGs	
	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)	HD ($)	WD ($)
Median school fee	3,400	8,100	Not applicable	12,000	36,900	87,400	59,800	81,600	78,800	118,600
Weighted average school fee	3,700	8,700	Not applicable	11,600	38,500	90,300	61,800	75,600	80,600	126,000
Highest school fee	10,100	26,200	Not applicable	26,200	66,000	198,300	110,000	149,800	160,800	198,300
Lowest school fee	100	200	Not applicable	700	22,400	38,300	18,200	38,300	27,600	47,800

Note:

1. Figures are rounded to the nearest hundred.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.
3. “Not applicable” refers to classes which do not charge school fees after deducting the subsidy from the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7234)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the monthly salaries, allowances and other expenses of the Secretary for Education in the past 3 years, as well as the amount of his monthly pension and the total amount of his pension after retirement.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1460)

Reply:

The monthly salary in respect of the position of Secretary for Education (SED) was $298,115 from April 2016 to June 2017, $333,900 from July 2017 to June 2018, and is $340,250 with effect from July 2018. According to the remuneration package for politically appointed officials (PAOs) serving in the HKSAR Government, SED and all other PAOs are not entitled to any pension benefits other than the Mandatory Provident Fund contribution by the Government.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7262)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

1. the number of students who have benefitted from the School-based After-school Learning and Support Programmes (with a breakdown by grade level);

2. the programmes available under the School-based After-school Learning and Support Programmes (please group them under the categories of academic/extra-curricular development/one-off activities).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 2632)

Reply:

1. 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 (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS).

In the 2018/19 school year, for the School-based Grant, 898 schools which constitute more than 90% of all the eligible schools in the territory with 201 700 eligible students participate in the Programme. Regarding the Community-based Project Grant, the 436 projects organised by 171 NGOs are targeted at individual eligible students totaling about 100 000. As schools are given 25% discretionary quota to cover students who are not in receipt of CSSA or SFAS full grant and we do not have a list of the students concerned, a breakdown on the number of students mentioned above by grade level is not available.

2. The objectives of the Programme are to help needy students enhance learning effectiveness, broaden learning experience outside classroom and raise understanding of and sense of belonging to the community. The types of activities grouped along the above-mentioned major objectives are set out below. A wide spectrum of activities is organised under each type by the schools and/or the NGOs provided with the grants to cater for the diverse needs of students.

Objectives	To enhance learning effectiveness	To broaden learning experience outside classroom	To raise understanding of and sense of belonging to the community
Types of activities	• Tutorial services • Training of learning skills • Training of languages	• Art & cultural activities • Sports activities • Visits & outdoor activities	• Volunteer services • Social & communication skills training (complemented by development of self-confidence through leadership training, adventure activities, etc.)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4228)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the respective numbers of publicly-funded and self-financing undergraduate, associate degree and higher diploma programme places available in Hong Kong each year?

Asked by: Hon CHOW Ho-ding, Holden (LegCo internal reference no.: 54)

Reply:

The respective numbers of publicly-funded and self-financing full-time locally accredited sub-degree and undergraduate places[1] in the 2018/19 school year are set out below:

Finance Type	Sub-degree[3]	First-year first-degree	Senior year undergraduate/ Top-up degree
Publicly-funded	10 702	15 163	5 000
Self-financing institution[2]	19 568	8 488	8 943
Total	30 270	23 651	13 943

Notes:

1. Publicly-funded places include the approved intake places of the University Grants Committee (UGC)-funded universities, and the estimated student intakes of subvented programmes offered by the Hong Kong Academy for Performing Arts and the Vocational Training Council (VTC). Places offered by self-financing institutions refer to their estimated intake places, and the figures are provided by the institutions for planning of intake places. Hence, they may not be the admission targets or maximum intake places of individual institutions.

2. Figures include self-financing programmes offered by the VTC and self-financing arms of UGC-funded universities, as well as the subsidised places offered under the Study Subsidy Scheme for Designated Professions/Sectors.

3. Sub-degree places include associate degree and higher diploma programme places.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4229)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Are there post-secondary institutions applying for becoming universities? If yes, what is the number?

Asked by: Hon CHOW Ho-ding, Holden (LegCo internal reference no.: 55)

Reply:

According to the "Roadmap for Becoming a Private University" promulgated by the Education Bureau (EDB) in 2015, a self-financing post-secondary institution registered under the Post Secondary Colleges Ordinance (Cap 320) may commission the Hong Kong Council for Accreditation of Academic and Vocational Qualifications to carry out an institutional review to evaluate whether the institution has the fundamental ability to meet the standards expected of a university. After the institution has successfully gone through the institutional review, it may make an application for the university title to the EDB (to be considered by the Chief Executive in Council).

To date, the EDB has not received any fresh application for the university title.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4186)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the admission of non-Chinese speaking (NCS) students under Free Quality Kindergarten Education Scheme (Scheme) and additional funding support for NCS students, will the government inform the council:

The number of kindergartens (KGs) under the Scheme that received admission application(s), conducted interview(s) for NCS children or admitted NCS student(s) in the 2018/19 school year disaggregated by district:

District	Total number of kindergartens	Number of kindergarten(s) that received admission application(s) from NCS children	Number of kindergarten(s) that conducted interview(s) for NCS children	Number of kindergarten(s) that admitted NCS students

To ensure KGs comply with the "Guidelines on Kindergarten Admission Arrangements", EDB's data collection on applications, interviews, and admissions of NCS students is necessary. Has the EDB collected respective data? If not, why?

The number of KGs under the Scheme provided with the additional funding for supporting NCS students and the expenditure in the 2018/19 school year:

Number of NCS students	Expenditure ($)	Number of KGs that applied for the additional funding	Number of KGs that received the additional funding	Percentage of KGs that received the additional funding out of all KGs admitting NCS students (%)
8-15				
16-25				
26-50				
51 or above				

The number of KGs under the Scheme provided with the additional funding for supporting NCS students in 2018/19 school year disaggregated by district:

District	Number of KGs	Number of KGs admitting NCS students	Percentage of KGs admitting NCS students among all KGs (%)	Number of KGs that received additional funding	Percentage of KGs that received additional funding among all KGs admitting 8 or more NCS students (%)

The number of enquiries regarding admission of NCS children to KGs received each month by respective regional offices.

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 1077)

Reply:

We have, through circulars, admission guidelines and briefing sessions, reminded kindergartens (KGs) that their school-based admission policy should be fair, just and open, and that both non-Chinese speaking (NCS) and local students should have equal opportunities for admission to KGs. As student admission is a school-based matter, KGs are not required to provide the Education Bureau (EDB) with information on the number of admission applications received, applicants' backgrounds (such as the spoken language at home), the number of applicants interviewed, the number of students admitted each year and their backgrounds, etc. Hence, we are unable to provide the required information. We have specified in the terms for joining the KG education scheme (Scheme) that KGs under the Scheme should comply with the guidelines and/or standing administrative directives on admission arrangements as specified by EDB from time to time. We monitor KGs' compliance with the guidelines and/or directives through annual survey on admission of nursery classes, school visits and examination of relevant information. For the 2018/19 school year, the number of KGs joining the Scheme and the number of those KGs with NCS students, by District Council district, are tabulated at Appendix 1.

For the 2018/19 school year, the number of KGs joining the Scheme and applying for the additional grant for supporting NCS students, and the number of KGs receiving the grant and their percentage share, by number of NCS students ranging from "8-15", "16-25", "26-50" and "51 or above" are tabulated at Appendix 2.

For the 2018/19 school year, the number of KGs joining the Scheme and receiving the additional grant for supporting NCS students and their percentage share, by District Council district, are tabulated at Appendix 3.

The Regional Education Offices of EDB provide comprehensive and integrated services to schools and the public at the district level. Covering different areas of KG, primary, secondary, special, etc, these services include handling enquiries, applications and complaints made via different channels (e.g. by letter, email, telephone or in person) by various stakeholders, including school personnel, parents, students and members of the public. In general, enquires could be answered or assistance could be rendered instantly. EDB has not compiled statistics on the number of cases/enquires received.

Number of KGs joining the Scheme and admitting NCS students in the 2018/19 school year

District	Number of KGs joining the Scheme	Number of KGs joining the Scheme and admitting NCS students
Central & Western	24	17
Wan Chai	14	9
Eastern	56	33
Southern	19	14
Yau Tsim Mong	27	18
Sham Shui Po	42	26
Kowloon City	45	24
Wong Tai Sin	45	23
Kwun Tong	72	29
Sai Kung	41	23
Sha Tin	59	31
Tai Po	24	12
North	43	12
Yuen Long	70	37
Tuen Mun	59	31
Tsuen Wan	33	13
Kwai Tsing	57	37
Islands	23	20

Notes:

1. Figures refer to the position as at September of the school year.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

Number of KGs joining the Scheme and receiving the additional grant for supporting NCS students in the 2018/19 school year (by number of NCS students)

Number of NCS students	Total expenditure ($ million)	Number of KGs applying for the additional grant	Number of KGs receiving the additional grant	Percentage of KGs receiving the additional grant
8-15	27.7	74	74	100%
16-25	12.5	34	34	94.4%
26-50	7.2	19	19	95.0%
51 or above	8.3	22	22	100%

Notes:

1. Figures refer to the position as at September of the school year. Since the grant for support to NCS students is open to application throughout the school year, the number of KGs in receipt of the grant and the expenditure involved may vary during a school year.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

Number of KGs joining the Scheme and receiving the additional grant for supporting NCS students in the 2018/19 school year (by District Council district)

District	Number of KGs joining the Scheme	Number of KGs joining the Scheme and admitting NCS students	Percentage of KGs admitting NCS students among KGs joining the Scheme	Number of KGs receiving the additional grant for supporting NCS students	Percentage of KGs receiving the additional grant among KGs admitting 8 or more NCS students
Central & Western	24	17	70.8%	5	100%
Wan Chai	14	9	64.3%	8	100%
Eastern	56	33	58.9%	14	100%
Southern	19	14	73.7%	3	75.0%
Yau Tsim Mong	27	18	66.7%	8	100%
Sham Shui Po	42	26	61.9%	13	100%
Kowloon City	45	24	53.3%	6	75.0%
Wong Tai Sin	45	23	51.1%	5	100%
Kwun Tong	72	29	40.3%	5	100%
Sai Kung	41	23	56.1%	7	100%
Sha Tin	59	31	52.5%	3	100%
Tai Po	24	12	50.0%	0	Not applicable
North	43	12	27.9%	0	Not applicable
Yuen Long	70	37	52.9%	22	100%
Tuen Mun	59	31	52.5%	13	100%
Tsuen Wan	33	13	39.4%	6	100%
Kwai Tsing	57	37	64.9%	16	100%
Islands	23	20	87.0%	15	100%

Notes:

1. Figures refer to the position as at September of the school year. Since the grant for support to NCS students is open to application throughout the school year, the number of KGs in receipt of the grant may vary during a school year.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. The number of KGs with NCS students includes all KGs joining the Scheme with NCS students.
5. "Not applicable" indicates that no KGs in the district has admitted 8 or more NCS students.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4187)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the regional offices of the Education Bureau, will the government inform the council:

1. The number of enquiries received by the office disaggregated by month and district;
2. The number of cases disaggregated by month and district;
3. The number of enquiries related to NCS students disaggregated by relevance to kindergarten/primary or secondary school issues;
4. The number of cases related to NCS students disaggregated by relevance to kindergarten/primary or secondary school issues.

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 1078)

Reply:

The Regional Education Offices of the Education Bureau (EDB) provide comprehensive and integrated services to schools and the public at the district level. These services include handling enquiries, applications and complaints made via different channels (e.g. by letter, email, telephone or in person) by various stakeholders, including school personnel, parents, students and members of the public. The EDB has not compiled statistics on the number of cases/enquires received.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4188)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list out the Chinese language teaching and learning materials targeting non-Chinese speaking (NCS) students, developed by different developer (eg. institutions, organizations) commissioned by the Education Bureau (EDB), from 2015/16 to 2018/19 schools years:

List out from 2015/16 to 2018/19 school year the following details

Title of materials	Developer	Expenditure ($)	Funding source	Level according to grade	Level according to the CSL Framework	Number of school received this material	Year and month of distribution to schools	Is it accessible online (If yes, please provide the link)

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 1079)

Reply:

The Education Bureau (EDB) has been developing learning materials and teaching reference materials (including series on teaching with picture books, writing, Chinese festivals, etc.) jointly with language and curriculum experts and school teachers. These teaching materials cover primary and secondary Chinese Language curricula and different levels (i.e levels 1 to 8) under the "Chinese Language Curriculum Second Language Learning Framework" and have been uploaded onto the EDB website by phases for teachers' reference and adoption. As the relevant manpower resources and expenditures are subsumed under the overall expenditure of the EDB, a breakdown of the expenditure is not

available. Besides, the EDB has been providing funding support to schools, tertiary institutions and organisations through the Quality Education Fund and the Language Fund for developing learning and teaching resources to cater for non-Chinese speaking students' learning needs. Details are as follows:

Title of teaching materials	Target subject and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the materials are made)	Start date	Progress (planning/ in progress/ completed (with month and year of completion))	Administration's follow-up to the teaching materials and the progress (if any)
Fun with Chinese: Enhancing language development for South Asian ethnic minorities	Kindergarten pupils (learning and teaching resources, bilingual story books and a glossary)	Quality Education Fund	Guideposts Kindergarten 2nd Branch (Kin Sang Estate)	Kindergarten pupils	May 2015	Completed (June 2016)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.
"Learning from Doing" - Building Up Non-Chinese Children's Communication and Thinking Abilities in Cantonese	Kindergarten pupils (teaching materials)	Quality Education Fund	TWGHS Ng Sheung Lan Memorial Nursery School	Kindergarten pupils	June 2015	Completed (May 2016)	
Through home-school cooperation helping non-Chinese speaking children integrate into campus life and learning	Kindergarten pupils (learning and teaching resources)	Quality Education Fund	Hong Kong Young Women's Christian Association Athena Kindergarten	Kindergarten pupils	September 2015	Completed (December 2016)	
Project 'ME' (Minorities Empowered)	Primary school students (teaching materials and lesson plans)	Quality Education Fund	The Society of Rehabilitation and Crime Prevention Hong Kong	Primary school students	September 2014	Completed (July 2016)	
Pilot Scheme for enhancing Chinese learning for the minority groups in Hong Kong	Primary school students (learning and teaching resources)	Quality Education Fund	The Graduate Association of Colleges of Education Limited	Primary school students	December 2014	Completed (November 2015)	
Effective Learning	Primary school students (e-learning platform and teaching resource packages)	Quality Education Fund	Lok Sin Tong Leung Wong Wai Fong Memorial School	Primary school students	April 2015	Completed (September 2016)	
Po Kok Primary School TV Campus	Primary school students (learning and teaching resources)	Quality Education Fund	Po Kok Primary School	Primary school students	May 2015	Completed (April 2016)	

Campus TV	Primary school students (learning and teaching resources)	Quality Education Fund	Sir Ellis Kadoorie (Sookunpo) Primary School	Primary school students	July 2015	Completed (June 2016)	
Making integration through Art	Primary school students (learning and teaching resources on arts and culture)	Quality Education Fund	Tsing Yi Trade Association Primary School	Primary school students	October 2015	Completed (July 2016)	
"Divergent Blue Planet" South-Asian Moral & Civic Education Teaching Kit (Activity Version)	Primary school students (bilingual learning and teaching resource packages)	Quality Education Fund	TWGHs Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	October 2015	Completed (January 2017)	
E-learning project for NCS students to improve listening and speaking skills	Primary school students (school-based electronic learning and teaching resources and e-learning platform)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	December 2015	Completed (November 2016)	
NCS students' interdisciplinary Chinese drama class	Primary school students (drama class materials)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	April 2016	Completed (July 2017)	
Transition from Kindergarten to Primary 1 Chinese Learning Scheme	Primary school students (learning and teaching resource packages)	Quality Education Fund	Tung Tak School	Primary school students	May 2016	Completed (April 2017)	
An integrated Chinese-learning programme for Junior South Asian students in HK	Primary school students (a school-based Chinese reading training package and an e-learning platform)	Quality Education Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Primary school students	June 2016	Completed (September 2018)	
Facilitating transition to primary schools of NCS students: Coping with challenges of foreign language anxiety in learning Chinese, social integration and social participation	Primary school students (learning and teaching resource packages)	Quality Education Fund	Department of Rehabilitation Sciences, The Hong Kong Polytechnic University	Primary school students	September 2016	Completed (November 2018)	
"Divergent Blue Planet" South-Asian Moral & Civic Education Teaching Kit (Activity Version)- Continue	Primary school students (bilingual learning and teaching resource packages)	Quality Education Fund	TWGHs Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	February 2017	Completed (March 2018)	

Multiple intelligence development - Coding and Robot Curriculum	Primary school students (learning and teaching resources on coding and robotics programmes)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	June 2017	Completed (February 2019)	
Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages	To compile a Chinese cultural reader for non-Chinese speakers who endeavour to enhance their Chinese proficiency. The reader could be used for classroom teaching as well as after-class leisure reading.	Language Fund	The Education University of Hong Kong	NCS students currently studying at upper primary and junior secondary levels in Hong Kong	September 2016	Completed (September 2017)	By requiring developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.
Interactive Learning Chinese with News for NCS Students	To develop a mobile application with Chinese materials covering topics in current affairs, daily life, etc.	Language Fund	Open Knowledge Association Limited	i. NCS students at upper primary and junior secondary levels in Hong Kong ii.Practitioners who are teaching the Chinese language to NCS students in Hong Kong iii.NCS parents	September 2016	Completed (November 2017)	
Integration and Unity: A mutual development course for non-Chinese and Chinese students	Secondary school students (teaching materials for inclusive lessons)	Quality Education Fund	Delia Memorial School (Glee Path)	Secondary school students	October 2014	Completed (August 2017)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.
Construction of School-based E-curriculum of Chinese as a Second Language for Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students (Built-on Project)	Secondary school students (school-based e-curriculum and related resources)	Quality Education Fund	Delia Memorial School (Broadway)	Secondary school students	January 2015	Completed (December 2015)	
Catering Learning Diversity – Develop school based curriculum and different level worksheet	Secondary school students (learning and teaching resources in Mathematics, including lesson plans and worksheets)	Quality Education Fund	The Hong Kong Taoist Association The Yuen Yuen Institute No.3 Secondary School	Secondary school students	March 2015	Completed (September 2016)	

Learning Chinese through Drama for Non-Chinese-Speaking Students	Secondary school students (learning and teaching resources)	Quality Education Fund	CCC Kwei Wah Shan College	Secondary school students	June 2015	Completed (August 2016)	
Materials and teaching designs for supporting Chinese learning for non-Chinese speaking students: "mChinese" Smartphone vocabulary e-flash cards	Secondary school students (smartphone vocabulary e-flash cards)	Quality Education Fund	Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, The University of Hong Kong	Secondary school students	June 2015	Completed (May 2017)	
Virtual Campus TV	Secondary school students (learning and teaching resources)	Quality Education Fund	Islamic Kasim Tuet Memorial College	Secondary school students	August 2015	Completed (July 2016)	
Construction of School-based E-curriculum of Chinese as a Second Language for Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students (Built-on Project)	Secondary school students (school-based e-curriculum of Chinese Language)	Quality Education Fund	Delia Memorial School (Broadway)	Secondary school students	February 2016	Completed (January 2017)	
One Student One Service Scheme	Secondary school students (learning and teaching resources on service learning and interdisciplinary project-based learning)	Quality Education Fund	Salesians of Don Bosco Ng Siu Mui Secondary School	Secondary school students	June 2018	In progress	
Poetry Plus - interdisciplinary poem education plan	Secondary school students (learning and teaching resources on interdisciplinary studies of poetry)	Quality Education Fund	King George V School	Secondary school students	January 2019	In progress	

Construction of an Interlanguage Corpus for Non-Chinese Speaking Students in Hong Kong	To develop an interlanguage corpus for non-Chinese speaking students learning Chinese in Hong Kong	Language Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Academic personnel studying the teaching of Chinese as a foreign language, frontline teachers, compilers of dictionary, teaching material writers and NCS students learning the Chinese language	November 2016	In progress	By requiring developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4189)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

To ensure the effective use of the additional subsidy for kindergartens (KGs) with 8 and more non-Chinese speaking (NCS) students, the EDB would visit KGs that are granted the subsidy to understand how the support measures have worked, and make improvement recommendations as necessary.

Will the government please inform this council:

- The number of KGs applied for the designated subsidy to support NCS students. Among these application, no. of KGs successfully receive the grant;
- The number of KGs EDB visited in 2017/18 school year;
- The number of staffs in EDB responsible for the visit
- The support measures adopted/practiced (including but not limited to support from the EDB and other NGOs) and the respective number of KGs for each support measure;
- The number of KGs with satisfactory monitoring and evaluation plan to assess effectiveness of measures;
- The number of KGs which required improvement on the support regarding the teaching and learning of NCS students;
- Whether the funding proposal and evaluation report is accessible to the public. If yes, where to find the information; if no, why and what other measures are there to ensure the accountability to the public.

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 1080)

Reply:

The kindergarten (KG) education scheme (Scheme) has been implemented starting from the 2017/18 school year. KGs joining the Scheme and admitting 8 or more non-Chinese speaking (NCS) students are provided with an additional grant comparable to the mid-point

salary of the recommended salary range for 1 KG teacher. In the 2017/18 school year, 149 out of the 152 applying KGs were eligible for receiving the additional grant, while the applications of the remaining 3 KGs were rejected as they had admitted fewer than 8 NCS students. For the 2018/19 school year, as at February 2019, 152 out of the 155 applying KGs were approved for the grant, while the applications of the remaining 3 KGs were rejected as they had admitted fewer than 8 NCS students. As the grant for supporting NCS students is open to application throughout the school year, the number of KGs in receipt of the grant may vary during a school year.

The 2017/18 school year is the first year that we provided the additional grant for NCS students in KGs. The Education Bureau (EDB) arranged as many visits to KGs as possible to grasp a more comprehensive understanding of the implementation of support measures and utilisation of resources to support NCS students in KGs, and to make recommendations where necessary. The manpower involved in handling, facilitating and overseeing KG's support for NCS students has been subsumed under the overall staffing and expenditure of EDB, hence there is no relevant breakdown.

In the 2017/18 school year, we visited 129 (around 87%) KGs in receipt of the additional grant. On the whole, they had all assigned a teacher to co-ordinate school-based support measures for NCS students. Observations from school visits indicated that these KGs had adopted diversified strategies to enhance the support for NCS students, e.g. adaptations to curriculum and teaching strategies, arranging teaching assistants to provide support in class, and arranging small group learning or individual teaching when necessary. Moreover, these KGs were keen on joining relevant training and the school-based professional support services provided by EDB or post-secondary institutions. On deployment of resources, 116 KGs had used the grant to employ additional teachers, while 79 KGs had appointed teaching assistants. The grant was also used for other purposes such as purchasing learning and teaching resources, procuring professional services and organising cross-cultural activities.

All KGs receiving the grant are required to draw up school-based support plans for NCS students and conduct self-evaluation at the end of a school year. The major purpose was to serve as internal reference for school-based planning and review. As for quality review (QR), we conduct overall performance of a KG and the assessment of its support for NCS students is incorporated under catering for students with diverse needs. The QR report will be uploaded onto EDB website. To facilitate the public's better understanding on how KGs support NCS students, starting from 2018, a new section on "Support to NCS students" has been added in the KG Profile for KGs to outline their support measures for NCS students. All KGs receiving the additional grant have provided relevant information in the Profile.

- End-

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4998)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What is the estimated expenditure for gender education out of the estimate of $67,944.6 million for the Education Bureau (EDB) in 2019-20? How much out of the provision for Programmes (2) to (7) will be used on gender education? Has the EDB formulated performance indicators in respect of gender education? If yes, what are the details? If no, how does the EDB evaluate the effectiveness of relevant funding?

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2008)

Reply:

Sex education is part of values education. Learning elements related to sex education, such as personal development, hygiene, puberty, making friends, dating, marriage, protecting the body, gender equality and preventing discrimination are included in the curricula of Key Learning Areas, subjects and moral and civic education of primary and secondary schools. Through such subjects as Life and Society at the junior secondary level and Liberal Studies at the senior secondary level, schools can discuss with students topics relating to sexual orientations and prevention of discrimination, such as different notions and attitudes towards sex, love and marriage; heterosexual and homosexual relationships; and ethical issues in the homosexuality debate. Moreover, among the 7 priority values and attitudes embedded in the school curricula, "Respect for Others" and "Care for Others" lay emphasis on the need for students to develop an attitude of respecting and tolerating others. Students will thus be nurtured to be tolerant and respect others' sexual values and orientations when reflecting on their own sexual values, understanding different sexual orientations and exploring contentious sexual topics.

To support the implementation of values education (including sex education) in schools, the EDB has been organising professional development programmes on a range of themes, such as "How to Promote Sex Education Effectively in Primary/Secondary Schools", "Mass Media, Gender Role and Gender Equality Education" and "Gender Equality Education and Prevention of Sexual Harassment and Dating Violence", for both principals and teachers. In addition, the EDB has been providing schools with various learning and teaching (L&T) resources, including lesson plans, student worksheets, short videos and animations, and developing different life event exemplars, such as "stay-at-home dad" and "mistaken beliefs in gender stereotypes", with a view to helping teachers deepen students' understanding of related topics and nurture in them moral values as well as proper attitude and behavior through learning activities such as discussion, sharing and reflection. Schools may flexibly deploy the annual Operating Expenses Block Grant or Expanded Operating Expenses Block Grant to promote values education (including sex education). The relevant manpower resources and expenses incurred in curriculum development, developing L&T resources and organising professional development programmes are subsumed under the recurrent expenditure of the EDB and therefore a breakdown of expenditure is not available.

Through different channels such as inspections and school visits, the EDB learns about the implementation of values education (including sex education) in schools and collects good practices for dissemination and sharing. We will also offer advice on areas for improvement as necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4515)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The estimated number of primary school students in 2019-20 is 376 400. In recent years, many parents are worried about insufficient Primary 1 (P1) places, and that their children may not be admitted to schools close to their home districts due to the Government's lack of long-term planning. In this connection, please inform this Committee of the following:

(1) The total number of P1 students and places in each of the 36 school districts in the past 5 years.

(2) Will long-term planning be made as soon as possible for the benefit of cross-boundary students and local students in the future in terms of building more schools, providing additional manpower, implementing small class teaching and improving school environment?

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 53)

Reply:

(1) The total number of Primary 1 (P1) students and school places by district from the 2014/15 to 2018/19 school years is tabulated at Annex. The P1 school nets (some referred to as school districts) provide a basis for allocation of school places in Part B of the Central Allocation stage under Primary One Admission (POA). According to the existing arrangements, the provision of public sector primary school places is planned on a district basis. As statistics on the number of school places and students have always been collected on a district basis, a breakdown of the relevant figures by school net is not available.

(2) Under the prevailing mechanism, the Planning Department (PlanD) reserves sites for school development when preparing town plans and planning large-scale residential developments having regard to the planned population intake and service demand of the community in accordance with the Hong Kong Planning Standards and Guidelines. In the planning process, Education Bureau (EDB) is consulted. Insofar as planning of public sector primary and secondary building projects at those reserved sites is concerned, land is scarce resource and construction of new school premises involves immense resources. We have to consider with prudence if addition of a new operating school would commensurate with the long-term sustainable development of the district concerned so as to avoid negative impacts on the steady development of the school sector as a whole. In this regard, we will take into account factors including the planned development of the area concerned, the school-age population projections which are compiled based on the population projections updated regularly by the Census and Statistics Department and the projection of population distribution released by the PlanD, the actual number of existing students and school places available at various levels, the prevailing education policies and other factors that may affect the supply and demand of school places, etc. in order to decide whether the planned premises should be used for operating a new school or reprovisioning an existing school, and when to kick-start the relevant school building project. To continuously improve the planning mechanism to meet the expectation of the community, we will keep strengthening the communication with relevant departments and major stakeholders. According to the current projections of P1 school-age population, the overall demand for P1 places is expected to peak in the 2018/19 school year, and drop significantly in the 2019/20 school year before gradually reaching a stable level. With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in 2013, the number of cross-boundary P1 students is expected to decrease significantly from the 2019/20 school year onwards. We will keep in view the supply and demand of public sector school places in various districts and liaise closely with the schools concerned to ensure the provision of sufficient school places for all school-age children (including eligible cross-boundary students), and balance the concerns of schools and parents as far as practicable.

Small class teaching (SCT) has been implemented in public sector primary schools starting from the 2009/10 school year. All along, EDB has been adopting a pragmatic and flexible approach to implementing SCT, taking into account the expectations of schools, parents and students, the availability of classrooms to meet the demand for school places in individual districts, as well as the development needs of schools. At present, about 80% of public sector primary schools in Hong Kong have implemented SCT. With the P1 school-age population expected to decrease after reaching the peak in the 2018/19 school year, both EDB and the school sector consider that this will provide conditions for more schools to implement SCT. In this regard, EDB has issued letters to invite all schools which have not yet implemented SCT to plan and make early preparation so that they can implement SCT as soon as practicable where the supply and demand of school places allow.

As regards manpower, EDB has been evaluating various policies relating to improving the provision of teaching staff resources in the light of schools' needs. Under the existing policy, public sector schools are provided with teaching manpower resources through regular teaching staff establishment computed according to the number of classes approved and the teacher-to-class (T/C) ratio, additional regular teaching posts provided under various initiatives, and cash grants featured by their deployment flexibility for meeting specific policy objectives which allow schools to hire additional teachers in a more flexible manner. Starting from the 2017/18 school year, EDB has increased the T/C ratio for public sector primary schools (including special schools) by 0.1 across-the-board. In the 2017/18 school year, the initiative has brought about an increase of around 1 200 additional regular teaching posts in public sector primary schools (including special schools) to take forward various education initiatives and enhance the quality of education.

Annex

Number of Primary 1 school places and students in public sector primary schools by district from the 2014/15 to 2018/19 school years

District [school-netting under Primary One Admission (POA) System]	2014/15		2015/16		2016/17		2017/18		2018/19	
	No. of school places	No. of students	No. of school places	No. of students	No. of school places	No. of students	No. of school places	No. of students	No. of school places	No. of students
Central & Western [Net 11]	1 360	1 394	1 385	1 389	1 435	1 476	1 435	1 481	1 530	1 535
Wan Chai [Net 12]	1 430	1 478	1 455	1 467	1 410	1 403	1 485	1 486	1 497	1 468
Eastern [Nets 14 & 16]	2 800	2 830	2 750	2 728	2 845	2 821	2 870	2 923	3 132	3 088
Southern [Net 18]	920	884	945	903	920	862	970	927	995	926
Yau Tsim Mong [Nets 31 & 32]	2 200	2 219	2 125	2 117	2 175	2 217	2 200	2 240	2 485	2 423
Sham Shui Po [Net 40]	2 390	2 434	2 335	2 408	2 310	2 398	2 772	2 609	2 752	2 612
Kowloon City [Nets 34, 35 & 41]	3 180	3 271	3 105	3 184	3 255	3 395	3 419	3 538	3 624	3 662
Wong Tai Sin [Nets 43 & 45]	2 690	2 706	2 870	2 795	2 645	2 535	2 720	2 680	2 570	2 550
Kwun Tong [Nets 46 & 48]	4 185	4 061	3 750	3 773	3 695	3 736	4 170	4 263	4 475	4 480
Sai Kung [Net 95]	2 250	2 192	2 225	2 120	2 275	2 172	2 450	2 374	2 500	2 473
Sha Tin [Nets 88, 89 & 91]	4 315	4 404	4 290	4 385	4 340	4 506	5 093	5 129	5 394	5 269
Tai Po [Net 84]	2 310	2 394	2 280	2 407	2 464	2 606	2 574	2 641	2 670	2 730
North [Nets 80, 81 & 83]	3 115	3 334	3 080	3 246	3 283	3 434	3 451	3 600	3 436	3 507
Yuen Long [Nets 72, 73 & 74]	5 484	5 500	5 320	5 334	5 352	5 488	5 518	5 621	5 518	5 565
Tuen Mun [Nets 70 & 71]	4 020	4 028	3 940	4 037	3 870	4 026	4 115	4 200	4 153	4 206
Tsuen Wan [Net 62]	2 080	2 146	2 105	2 189	2 180	2 218	2 385	2 409	2 390	2 459
Kwai Tsing [Nets 64, 65 & 66]	3 030	2 947	3 130	3 063	3 205	3 160	3 380	3 371	3 380	3 374
Islands [Nets 96, 97, 98 & 99]	830	787	955	852	1 030	926	1 130	999	1 225	1 136

Notes:

(1) Figures include public sector primary schools but not special schools.

(2) Figures on school 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 the schools concerned.

(3) Figures on total number of P1 students in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 school years refer to the enrolment in public sector schools in September of the respective school years by administrative district, instead of POA school net.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4521)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2019-20 under Programmes (3), (4) and (5) that the Education Bureau will continue to provide recurrent grant and professional support to public sector primary, secondary and special schools that have formed sister schools with their counterparts in the Mainland to further support the multifaceted development of sister school activities.

(1) Please tabulate the following information in the past 3 years by public sector primary, secondary and special schools that have formed sister schools:

the number of schools that have participated in the scheme;
the names of schools that have participated in the scheme; and
the expenditure and staff establishment involved.

(2) What will be the estimated expenditure and staff establishment involved in providing recurrent grant and professional support to public sector primary, secondary and special schools that have formed sister schools with their counterparts in the Mainland to further support the multifaceted development of sister school activities, and the expected number of participating schools in the 2019-20?

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 61)

Reply:

(1) and (2) The Education Bureau (EDB) launched the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) from the 2015/16 to 2017/18 school years, under which a fixed grant of $120,000 per annum and professional support were provided for each local public sector and Direct Subsidy Scheme (DSS) school (including special school) that has formed sister schools with its counterparts in the Mainland to support the multifaceted development of sister school activities. The number of participating public sector schools and the relevant expenditure of the grant are tabulated by school year below:

School year	Public sector secondary school	Public sector primary school	Public sector special school	Total no. of public sector schools	Expenditure of grant ($ million)
2015/16	129	132	13	274	32.88
2016/17	192	218	20	430	51.60
2017/18	216	250	25	491	58.92

The EDB has regularised the Pilot Scheme with effect from the 2018/19 school year to provide a recurrent grant (which is set at $150,000 for the 2018/19 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year) and professional support for each local public sector and DSS school (including special school) that has formed sister schools with its counterparts in the Mainland. As at March 2019, 574 local public sector schools have applied for the Grant for the Sister School Scheme. Applications are open all year round. It is anticipated that there will be 700 and 775 participating local public sector and DSS schools in the 2018/19 and 2019/20 school years respectively. As a prevailing practice, we do not disclose the names of schools participating in the schemes and the relevant information to avoid possible labelling effect and unnecessary pressure on individual schools.

The EDB is using its existing resources to carry out the relevant work. As the manpower and expenditure involved are subsumed under the departmental expenditure of the EDB, a breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4200)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

By academic discipline, please list the number of vocational education programmes (full-time/part-time) provided by the Vocational Training Council in the 2018/19 academic year, the amount of funding involved and their number of intakes.

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 31)

Reply:

The subvented vocational and professional education and training (VPET) programmes (full-time/part-time) offered by the Vocational Training Council (VTC) and their number of intakes in the 2018/19 academic year are set out by academic discipline below:

Mode of Study	Programme	Discipline	Number of Subvented VPET Programmes	Number of Intakes of Subvented VPET Programmes
			2018/19 Academic Year	2018/19 Academic Year
Full-time	Higher Diploma	Applied Science	18	1 104
		Business Administration	5	103
		Childcare, Elderly and Community Services	5	649
		Design	24	2 142
		Engineering	22	2 291
		Hotel, Service and Tourism Studies	8	1 579
		Information Technology	11	1 435
		Cross-disciplines	4	136

	Diploma of Foundation Studies		6	4 113
	Diploma of Vocational Education		38	3 910
	Other Diplomas/Certificates		20	1 031
Part-time	Higher Diploma/ Diploma/ Certificate	Engineering	18	996
	Diploma of Foundation Studies		1	30
	Diploma of Vocational Education		17	661
	Certificate of Vocational Education		12	716
Total			**209**	**20 896**

The recurrent funding provided by the Education Bureau to the VTC for VPET amounts to about $2.5 billion in 2018-19. The VTC does not have a breakdown of the funding amount by academic discipline.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4368)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (661) Minor plant, vehicles and equipment (block vote)

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The estimate for the subhead in the coming year is 77.7% higher than that in 2018/19. Please provide details for the increase in estimate, including the departments in most need of acquiring replacement and new equipment, the expenditures involved, and the main uses of the equipment.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 62)

Reply:

The 2019-20 estimate for Subhead 661 Minor plant, vehicles and equipment (block vote) is $25.1 million, which is higher than the 2018-19 revised estimate by about $11 million (77.7%). The bulk of the expenditure is for replacing facilities in government schools, including air-conditioning system, public address system and audio-visual facilities, to meet schools' operational needs and enhance the learning environment.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3972)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Using the table below, please provide information on cross-boundary projects or programmes in which the Education Bureau of Hong Kong collaborated/will collaborate with the Mainland departments or involved/will involve in the past 2 years (the 2017/18 and 2018/19 school years) and the coming year (the 2019/20 school year), as well as the manpower and expenditures involved:

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or names of organisations sponsored	Details of the legislation and policies involved in the project/programme	Manpower and expenditures involved

(b) Please set out the numbers, contents, objectives and respective expenditure of all meetings between the Education Bureau and the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region (Liaison Office) and Mainland officials in the past 2 years (the 2017/18 and 2018/19 school years); and

(c) Please set out the numbers, contents, objectives, numbers of participants and expenditures of the duty visits and study trips made by the Education Bureau officials to the Mainland and overseas countries in the past 2 years (the 2017/18 and 2018/19 school years).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 58)

Reply:

Part (a)

By cross-boundary projects or programmes in which the Education Bureau (EDB) collaborated with Mainland departments, we refer to those projects/programmes with direct involvement of both EDB and Mainland departments. The manpower and expenditures involved in these projects in the past 2 school years (the 2017/18 and 2018/19 school years) and the coming year (the 2019/20 school year) are at Annex A and Annex B respectively.

Part (b)

EDB maintains necessary working relationships with the central and provincial/municipal authorities in the Mainland, as well as offices of the Central People's Government in the HKSAR to ensure effective exchanges. There is no separate establishment or account for this daily operational work.

Part (c)

The details and expenditure on duty visits outside Hong Kong made by EDB officials are shown below:

School Year	Mainland			Overseas		
	No. of Visits	No. of Officials	Expenditure ($'000)	No. of Visits	No. of Officials	Expenditure ($'000)
2017/18	166	353	2,127	36	90	2,413
2018/19 (As at 8 March 2019)	74	187	1,046	16	32	987

The major objectives of the duty visits to the Mainland or overseas were to promote the education initiatives of Hong Kong, share experience on education reforms, explore co-operation on educational fronts and attend international conferences on education issues.

Cross-boundary projects or programmes in which EDB collaborated with Mainland departments in the 2017/18 and 2018/19 school years

2017/18

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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 were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which were reported to the Panel on Education of the Legislative Council.	NA	NA	17.7*
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 Guangdong and Dongguan.	Department of Education, Guangdong Province Dongguan Education Bureau	Completed	The content and purpose of the Programme were announced to schools via school circular. Part of the expenditure of this Programme in the 2017/18 school year was funded by the Education Development Fund, details of which were reported to the Panel on Education of the Legislative Council.	NA	NA	0.5*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved ($ million)
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 programmes. Other programmes aimed at networking sister schools will also be organised.	Department of Education, Guangdong Province Guangzhou Municipal Education Bureau Shenzhen Education Bureau Dongguan Education Bureau Zhongshan Education and Sports Bureau Other Municipal Education Bureaux as and when required.	Completed	Letters were issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme. Schools joining the Guangdong-Hong Kong Sister School Scheme were invited by EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.	Hong Kong Federation of Education Workers Apollo Production Limited	NA	Included in the commissioned service: 0.75* Contract sum for other ad-hoc exchange activities aimed at networking sister schools: 1.02*
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate years aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate student and teacher participants via school circular.	Hong Kong-Beijing Tourist Agency Limited	NA	0.6*
Mainland Exchange Programme for Student Leaders	The Programme aims at broadening participants' horizons, enhancing their understanding of our country and its development, as well as strengthening their understanding of the attributes leaders should possess.	Ministry of Education	Completed	Schools were invited to nominate student and teacher participants via school circular.	Overseas Travel Company Limited	NA	2.0*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved ($ million)
National Day Delegation from the Educational Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	Letters were issued to invite education workers to join the Programme.	Yazhou Travel Service Limited	NA	0.7*
Leadership Enhancement Programme for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study trip to Beijing.	Chinese Academy of Governance	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications from primary school principals.	NA	NA	0.25*
Leadership Enhancement Programme for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study trip to Beijing.	Chinese Academy of Governance	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications from secondary school principals.	NA	NA	0.58*
Mainland-Hong Kong Principals Exchange & Collaboration Programme	The Programme aims at enabling the principals in Hong Kong and the Mainland to learn from each other and enhance their leadership capabilities through professional exchange and experience sharing.	Beijing International Education Communication Centre	Completed	The Programme was announced through the Training Calendar System of EDB to invite principals of primary and secondary schools to participate.	(Commissioned service provider of the first phase: Hong Kong-Beijing Tourist Agency Ltd.; Commissioned service provider of the second phase: The Education University of Hong Kong)	NA	0.35*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved ($ million)
Shenzhen–Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	The Chinese University of Hong Kong	NA	0.34*
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 from Putonghua teachers.	NA	NA	0.16*
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.	The Chinese University of Hong Kong	NA	1.15*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved ($ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (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. 90 Mainland institutions participated in the Scheme in the 2017/18 academic year.	Ministry of Education and some Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB issued press releases and organised the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	4.1
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students pursuing undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was first launched in the 2014/15 academic year. It is an on-going initiative. In addition to the means-tested subsidy, a non-means-tested subsidy is introduced under MUSSS starting from the 2017/18 academic year.	EDB issued press releases and made announcements in the official website to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: China Education Exchange (HK) Centre	NA	37

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved ($ million)
Mainland-Hong Kong Curriculum Exchange Meeting	The meeting aims at strengthening the exchange between the Mainland and Hong Kong on curriculum reform in basic education, and to provide a platform for the professional discussion of curriculum, pedagogy as well as learning and teaching resources, so as to promote the curriculum reforms in the Mainland and Hong Kong and to improve the quality of education.	Ministry of Education	The 11th meeting was held in April 2018.	The meeting, was for professional exchange on curriculum development. Participants included mainly members from the Curriculum Development Council (CDC) and its related committees, and their counterparts in the Mainland. Details were reported in the CDC meeting.	Yazhou Travel Service Limited	NA	0.14*
Zhejiang-Hong Kong Exchange Activities	Conduct professional exchange between Zhejiang and Hong Kong on promoting science / STEM education.	Department of Education, Zhejiang Province	Completed	Letters were issued to schools for nomination of teacher participants.	Yazhou Travel Service Limited	NA	0.07*
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	Completed	The course was announced through the Training Calendar System of EDB to invite applications from primary and secondary school teachers.	NA	NA	NA

* Manpower is subsumed under the departmental expenditure of EDB

2018/19

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ 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 2018 and will be completed in July 2019.	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Panel on Education of the Legislative Council.	NA	NA	17.1*
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 Guangdong and Zhuhai.	Department of Education, Guangdong Province Zhuhai Education Bureau	Completed	The content and purpose of the Programme were announced to schools via school circular. The expenditure of this Programme in the 2018/19 school year was funded by the Education Development Fund, details of which will be reported to the Panel on Education of the Legislative Council.	NA	NA	0.7*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
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 programmes. Other programmes aimed at networking sister schools will also be organised.	Department of Education, Guangdong Province Guangzhou Municipal Education Bureau Shenzhen Education Bureau Other Municipal Education Bureaux as and when required.	Ongoing	Letters will be issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme. Schools joining the Guangdong-Hong Kong Sister School Scheme will be invited by EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.	Hong Kong Federation of Education Workers Lighthouse Consultant Limited	NA	Included in the commissioned service: 0.68* Contract sum for other ad-hoc exchange activities aimed at networking sister schools: 0.6*
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate years aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	The Programme will be conducted in July 2019.	Schools will be invited to nominate student and teacher participants via school circular.	NA	NA	1.0*
Mainland Exchange Programme for Student Leaders	The Programme aims at broadening participants' horizons, enhancing their understanding of our country and its development, as well as strengthening their understanding of the attributes leaders should possess.	Ministry of Education	The first tour was completed in December 2018 and the second tour will be conducted in April 2019.	Schools were invited to nominate student and teacher participants via school circular.	Overseas Travel Company Limited	NA	2.0*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
National Day Delegation from the Educational Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	Letters were issued to invite education workers to join the Programme.	Yazhou Travel Service Limited	NA	0.9*
Leadership Enhancement Programme for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study trip to Beijing.	Chinese Academy of Governance	The Programme will be conducted in May 2019.	The Programme was announced through the Training Calendar System of EDB to invite applications from primary school principals.	NA	NA	0.33*
Leadership Enhancement Programme for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study trip to Beijing.	Chinese Academy of Governance	The Programme will be conducted in May 2019.	The Programme was announced through the Training Calendar System of EDB to invite applications from secondary school principals.	NA	NA	0.65*
The Pilot Programme on Exchange & Collaboration between School Principals of Mainland and Hong Kong ^	The Programme aims at enabling the principals in Hong Kong and the Mainland to learn from each other and enhance their leadership capabilities through professional exchange and experience sharing.	Shanghai Municipal Education Commission	The first phase of the Programme was completed. The second phase of the Programme will commence in May 2019.	The Programme was announced through the Training Calendar System of EDB to invite principals of primary and secondary schools to participate.	(Commissioned service provider of the first phase: Hong Kong-Beijing Tourist Agency Limited; Commissioned service provider of the second phase: to be confirmed)	NA	0.18*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
Shenzhen–Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	NA	NA	NA (Expenditure was borne by Shenzhen Education Bureau)
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 commenced in July 2018 and will be completed in April 2019.	The Programme was announced through the Training Calendar System of EDB to invite applications from Putonghua teachers.	NA	NA	0.12*
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 conducted in July 2019.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	Local teacher education institution to be commissioned by the EDB through a quotation exercise.	NA	1.21*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (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. 102 Mainland institutions participated in the Scheme in the 2018/19 academic year.	Ministry of Education and some Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB issued press releases and organised the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	4.1
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students pursuing undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was first launched in the 2014/15 academic year. It is an on-going initiative. Both the means-tested subsidy and non-means-tested subsidy continued to be provided in the 2018/19 academic year.	EDB issued press releases and made announcements in the official website to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: China Education Exchange (HK) Centre	NA	Around 42

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
Mainland-Hong Kong Curriculum Exchange Meeting	The meeting aims at strengthening the exchange between the Mainland and Hong Kong on the reform of basic education curriculum and providing a platform for professional exchange in curriculum, pedagogy as well as learning and teaching resources, so as to promote curriculum reforms in the two places and improve the quality of education.	Ministry of Education	The details of the 12th meeting are to be confirmed.	The meeting is for professional exchange on curriculum development. Participants include mainly members from the Curriculum Development Council (CDC) and its related committees, and their counterparts in the Mainland. Details will be reported in the CDC meeting.	To be commissioned	NA	0.07*
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	The course is expected to be conducted from July to August 2019.	The course will be announced through the Training Calendar System of EDB to invite applications from primary and secondary school teachers.	NA	NA	0.04*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
Exchange Programme between Teachers from Hong Kong Government Schools and Beijing	The Programme aims at encouraging Hong Kong teachers in government schools to enhance the sharing of educational knowledge with outstanding teachers in the Mainland, and to gather experience on lesson observation, evaluation, teaching research, etc.	Educational Committee of Haidian District, Beijing	The Programme was first launched in the 2016/17 school year. Teachers of government schools in Hong Kong visited Haidian District of Beijing from late February to early March 2019.	The Programme was for government school teachers. Principals informed teachers of the programme details and made nominations.	NA	NA	0.16*
Study Tour to Guangxi for Teachers in Hong Kong Government Schools	Conduct professional exchange between Guangxi and Hong Kong on promoting science / STEM education.	Department of Education, Guangxi Zhuang Autonomous Region	Teachers of government schools in Hong Kong are tentatively scheduled to visit Guangxi in late May 2019 for exchange activities.	The Study Tour is for government school teachers. Principals will inform teachers of the study tour and make nominations.	NA	NA	0.39*

* Manpower is subsumed under the departmental expenditure of EDB

^ "Mainland and Hong Kong Principals Exchange and Collaboration Programme" has been launched since the 2017/18 school year and it was retitled as "The Pilot Programme on Exchange and Collaboration between School Principals of Mainland and Hong Kong" in the 2018/19 school year.

Annex B

Cross-boundary projects or programmes in which EDB will collaborate with Mainland departments in the 2019/20 school year

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ 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 will commence in September 2019 and will be completed in August 2020.	The content and purpose of the Programme will be announced to schools via school circular.	NA	NA	13.8*
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 Guangdong and Shenzhen.	Department of Education, Guangdong Province Shenzhen Education Bureau	The programme will commence in October 2019 and will be completed in March 2020.	The content and purpose of the Programme will be announced to schools via school circular.	NA	NA	0.9*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
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 programmes. Other programmes aimed at networking sister schools will also be organised.	Department of Education, Guangdong Province Guangzhou Municipal Education Bureau Shenzhen Education Bureau Other Municipal Education Bureaux as and when required.	Ongoing	Letters will be issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme. Schools joining the Guangdong-Hong Kong Sister School Scheme will be invited by EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.	Hong Kong Federation of Education Workers The activities in the 2019/20 school year will be commissioined.	NA	Included in the commissioned service: 0.34* (the estimated expenditure for the 2019/20 school year includes the sum earmarked to meet the expenditure of some activities held in the 2018/19 school year) Other service requirements are being reviewed
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate years aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	The Programme will be conducted in July 2020.	Schools will be invited to nominate student and teacher participants via school circular.	To be commissioned	NA	0.4*
Mainland Exchange Programme for Student Leaders	The Programme aims at broadening participants' horizons, enhancing their understanding of our country and its development, as well as strengthening their understanding of the attributes leaders should possess.	Ministry of Education	The Programme will be conducted in December 2019 and April 2020.	Schools will be invited to nominate student and teacher participants via school circular.	To be commissioned	NA	2.5*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
National Day Delegation from the Educational Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	The Programme will be conducted in September 2019.	Letters will be issued to invite education workers to join the Programme.	To be commissioned	NA	0.6*
Leadership Enhancement Programme for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study trip to Beijing.	Chinese Academy of Governance	The Programme will be conducted from April to May 2020.	The Programme will be announced through the Training Calendar System of EDB to invite applications from primary school principals.	NA	NA	0.35*
Leadership Enhancement Programme for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study trip to Beijing.	Chinese Academy of Governance	The Programme will be conducted from April to May 2020.	The Programme will be announced through the Training Calendar System of EDB to invite applications from secondary school principals.	NA	NA	0.69*
The Pilot Programme on Exchange & Collaboration between Principals of Mainland and Hong Kong	The Programme aims at enabling the principals in Hong Kong and the Mainland to learn from each other and enhance their leadership capabilities through professional exchange and experience sharing.	To be confirmed	The first and second phases of the Programme are expected to be conducted in November to December 2019 and May 2020 respectively.	The Programme was announced through the Training Calendar System of EDB to invite principals of primary and secondary schools to participate.	To be confirmed	NA	0.24*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
Shenzhen–Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Education Bureau	The Forum is expected to be held in December 2019.	The Forum will be announced through the Training Calendar System of EDB to invite principals to participate.	NA	NA	0.36*
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 2019 and will be completed in April 2020.	The Programme will be announced through the Training Calendar System of EDB to invite applications from Putonghua teachers.	NA	NA	0.14*
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 conducted in July 2020.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	Local teacher education institution to be commissioned by the EDB through a quotation exercise.	NA	1.27*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (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. 112 Mainland institutions will participate in the Scheme in the 2019/20 academic year.	Ministry of Education and some Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB will issue press releases and organise the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	5.5
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students pursuing undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was first launched in the 2014/15 academic year. It is an on-going initiative. Both the means-tested subsidy and non-means-tested subsidy will continue to be provided in the 2019/20 academic year.	EDB will issue press releases and make announcements in the official website to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: the commissioned service provider will be engaged in the third quarter of 2019.	NA	Expenditure is subject to the number of new applications and renewals.

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, $ million)
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	The course is expected to be conducted from July to August 2020.	The course will be announced through the Training Calendar System of EDB to invite applications from primary and secondary school teachers.	NA	NA	0.04*

* Manpower is subsumed under the departmental expenditure of EDB

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3973)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the existing programmes in connection with after-school learning and support provided for students and the funding from the 2014/15 to 2018/19 school years by school year and district, including:

(a) the number of students receiving Comprehensive Social Security Assistance (CSSA), full grant or half grant, and their respective percentage shares in the total number of students in the respective school years; and

(b) a breakdown of the content of the various support programmes, number of participating schools, number of students receiving CSSA, full grant or half grant and their related percentage shares by school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 59)

Reply:

Public sector schools are provided with various types of subsidies and other resources annually. Schools may deploy flexibly the subsidies and resources to support students' learning and provide after-school activities for students to facilitate their whole-person development.

Among which, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year to support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant (SBG) and Community-based Project (CBP) Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social

Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS).

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFAS but identified by schools as needy (including students receiving half grant of SFAS, new arrivals, single parent households, etc.). Besides, eligible participating schools (i.e. having a utilisation rate of 80% or above of the provision in the previous year) have been provided with incentive funding under the SBG (which is calculated at an annual rate of $600 per eligible student vis-à-vis $400 in other schools and includes an additional 25% of the provision following the increase in the discretionary quota mentioned above). The annual provision of the Programme has been increased to about $240 million since then.

Besides, the Hong Kong Jockey Club Charities Trust (Trust) and EDB have jointly set up the Hong Kong Jockey Club Life-wide Learning Fund (Fund) since 2002 to subsidise financially needy students to participate in life-wide learning activities organised or recognised by schools for whole-person development. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant of the SFAS studying in primary and secondary schools. To increase the opportunities for needy students to participate in life-wide learning activities, starting from the 2005/06 school year, EDB has relaxed the discretionary quota for "other needy students" from 10% to 100% so that the participating schools would have full flexibility to benefit more needy students who are not CSSA or SFAS full grant recipients but meet the schools' established "financially needy" criteria (e.g. students receiving half grant under SFAS, new arrivals, single parent households, etc.).

The number of students receiving the CSSA, full grant or half grant and their respective percentage shares in the total number of students by district from the 2014/15 to 2018/19 school years are at Annexes A to E respectively.

The provision and number of participating schools/NGOs, respective number of students of the above programmes and their related percentage shares by district from the 2014/15 to 2018/19 school years are at Annexes F to J respectively.

Annex A

Number of students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares among total number of students by district in the 2014/15 school year

District	Full grant		Half grant		CSSA (as at the end of December 2014)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 686	9.0%	1 359	7.3%	425	N.A.[1]
Eastern	6 705	16.8%	5 345	13.4%	2 599	N.A.[1]
Islands	2 350	20.3%	2 272	19.6%	2 099	N.A.[1]
Southern	2 840	16.5%	2 692	15.6%	1 273	N.A.[1]
Wan Chai	1 503	6.6%	1 340	5.9%	185	N.A.[1]
Kowloon City	6 296	11.5%	4 856	8.9%	3 136	N.A.[1]
Kwun Tong	14 299	26.8%	9 632	18.0%	9 233	N.A.[1]
Sai Kung	5 868	16.9%	5 089	14.7%	2 326	N.A.[1]
Sham Shui Po	8 793	21.1%	5 475	13.1%	5 404	N.A.[1]
Wong Tai Sin	8 669	24.2%	6 180	17.3%	4 789	N.A.[1]
Yau Tsim Mong	4 971	17.5%	2 921	10.3%	1 647	N.A.[1]
North	11 067	31.4%	4 704	13.3%	3 760	N.A.[1]
Sha Tin	10 162	17.1%	7 328	12.3%	4 414	N.A.[1]
Tai Po	5 974	22.9%	3 619	13.9%	1 917	N.A.[1]
Kwai Tsing	11 969	27.9%	8 258	19.2%	6 492	N.A.[1]
Tsuen Wan	4 590	19.4%	3 266	13.8%	1 758	N.A.[1]
Tuen Mun	11 022	23.8%	7 893	17.0%	4 172	N.A.[1]
Yuen Long	15 296	25.1%	9 714	15.9%	8 555	N.A.[1]
Total	**134 060**	**20.5%**	**91 943**	**14.0%**	**64 184**	**N.A.[1]**

1. As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

Annex B

Number of students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares among total number of students by district in the 2015/16 school year

District	Full grant		Half grant		CSSA (as at the end of December 2015)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 539	8.2%	1 339	7.1%	381	N.A.[1]
Eastern	6 484	16.7%	4 948	12.7%	2 408	N.A.[1]
Islands	2 296	20.8%	1 918	17.4%	1 943	N.A.[1]
Southern	2 667	16.0%	2 492	15.0%	1 193	N.A.[1]
Wan Chai	1 431	6.4%	1 278	5.7%	185	N.A.[1]
Kowloon City	6 176	11.5%	4 323	8.0%	3 063	N.A.[1]
Kwun Tong	13 730	26.6%	9 087	17.6%	8 498	N.A.[1]
Sai Kung	5 518	16.4%	4 712	14.0%	1 977	N.A.[1]
Sham Shui Po	8 362	20.4%	5 052	12.3%	5 121	N.A.[1]
Wong Tai Sin	8 513	24.1%	5 783	16.4%	4 408	N.A.[1]
Yau Tsim Mong	4 723	17.0%	2 747	9.9%	1 683	N.A.[1]
North	11 114	31.9%	4 315	12.4%	3 464	N.A.[1]
Sha Tin	9 871	16.9%	7 058	12.1%	4 210	N.A.[1]
Tai Po	6 073	23.4%	3 419	13.2%	1 708	N.A.[1]
Kwai Tsing	11 372	27.4%	7 746	18.6%	5 963	N.A.[1]
Tsuen Wan	4 377	18.9%	3 074	13.3%	1 648	N.A.[1]
Tuen Mun	10 652	23.5%	6 996	15.4%	3 731	N.A.[1]
Yuen Long	15 064	25.1%	8 855	14.7%	7 994	N.A.[1]
Total	**129 962**	**20.3%**	**85 142**	**13.3%**	**59 578**	**N.A.[1]**

1. As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

Annex C

Number of students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares among total number of students by district in the 2016/17 school year

District	Full grant		Half grant		CSSA (as at the end of December 2016)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 229	6.5%	1 090	5.8%	364	N.A.[1]
Eastern	6 597	17.5%	4 765	12.6%	2 252	N.A.[1]
Islands	2 171	20.2%	1 837	17.1%	1 750	N.A.[1]
Southern	2 672	16.4%	2 389	14.7%	1 110	N.A.[1]
Wan Chai	1 682	7.3%	1 325	5.8%	166	N.A.[1]
Kowloon City	8 075	14.4%	5 440	9.7%	2 917	N.A.[1]
Kwun Tong	13 060	25.7%	8 595	16.9%	8 027	N.A.[1]
Sai Kung	5 577	16.8%	4 510	13.6%	1 735	N.A.[1]
Sham Shui Po	8 365	20.7%	4 688	11.6%	4 774	N.A.[1]
Wong Tai Sin	6 719	20.1%	4 253	12.7%	4 078	N.A.[1]
Yau Tsim Mong	4 497	16.3%	2 597	9.4%	1 476	N.A.[1]
North	11 327	32.5%	4 053	11.6%	3 154	N.A.[1]
Sha Tin	9 639	16.7%	6 656	11.5%	4 101	N.A.[1]
Tai Po	6 146	23.1%	3 067	11.5%	1 648	N.A.[1]
Kwai Tsing	10 783	26.4%	7 251	17.8%	5 280	N.A.[1]
Tsuen Wan	4 579	19.9%	2 932	12.8%	1 544	N.A.[1]
Tuen Mun	10 324	22.9%	6 583	14.6%	3 470	N.A.[1]
Yuen Long	14 620	24.3%	8 223	13.7%	7 313	N.A.[1]
Total	**128 062**	**20.1%**	**80 254**	**12.6%**	**55 159**	**N.A.[1]**

1. As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

Annex D

Number of students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares among total number of students by district in the 2017/18 school year

District	Full grant		Half grant		CSSA (as at the end of December 2017)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 225	6.5%	1 114	5.9%	364	N.A.[1]
Eastern	6 022	16.0%	4 435	11.8%	2 156	N.A.[1]
Islands	2 098	19.7%	1 624	15.3%	1 663	N.A.[1]
Southern	2 181	13.6%	1 757	11.0%	1 085	N.A.[1]
Wan Chai	1 395	6.1%	1 212	5.3%	170	N.A.[1]
Kowloon City	8 024	14.2%	5 309	9.4%	2 941	N.A.[1]
Kwun Tong	12 998	25.4%	8 494	16.6%	8 092	N.A.[1]
Sai Kung	4 287	12.8%	4 952	14.8%	1 684	N.A.[1]
Sham Shui Po	8 047	19.6%	4 508	11.0%	4 727	N.A.[1]
Wong Tai Sin	7 769	23.0%	4 094	12.1%	4 011	N.A.[1]
Yau Tsim Mong	4 360	15.9%	2 448	8.9%	1 518	N.A.[1]
North	11 611	33.0%	3 928	11.2%	3 070	N.A.[1]
Sha Tin	9 748	16.5%	6 752	11.4%	4 320	N.A.[1]
Tai Po	6 541	23.8%	3 207	11.7%	1 722	N.A.[1]
Kwai Tsing	10 329	25.5%	6 943	17.1%	5 107	N.A.[1]
Tsuen Wan	4 333	18.7%	3 015	13.0%	1 545	N.A.[1]
Tuen Mun	10 004	22.2%	6 333	14.1%	3 364	N.A.[1]
Yuen Long	14 266	23.4%	8 158	13.4%	7 172	N.A.[1]
Total	**125 238**	**19.5%**	**78 283**	**12.2%**	**54 711**	**N.A.[1]**

1. As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

Annex E

Number of students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares among total number of students by district in the 2018/19 school year

District	Full grant (as at 31 January 2019)		Half grant (as at 31 January 2019)		CSSA (as at the end of December 2018) (preliminary figures)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 236	N.A.[1]	1 198	N.A.[1]	345	N.A.[2]
Eastern	5 878	N.A.[1]	4 500	N.A.[1]	2 001	N.A.[2]
Islands	2 125	N.A.[1]	1 653	N.A.[1]	1 645	N.A.[2]
Southern	2 351	N.A.[1]	2 151	N.A.[1]	990	N.A.[2]
Wan Chai	1 393	N.A.[1]	1 025	N.A.[1]	166	N.A.[2]
Kowloon City	6 290	N.A.[1]	4 444	N.A.[1]	2 767	N.A.[2]
Kwun Tong	12 204	N.A.[1]	8 852	N.A.[1]	7 880	N.A.[2]
Sai Kung	4 698	N.A.[1]	4 555	N.A.[1]	1 499	N.A.[2]
Sham Shui Po	7 598	N.A.[1]	4 797	N.A.[1]	4 492	N.A.[2]
Wong Tai Sin	7 352	N.A.[1]	4 929	N.A.[1]	3 744	N.A.[2]
Yau Tsim Mong	3 974	N.A.[1]	2 513	N.A.[1]	1 373	N.A.[2]
North	11 274	N.A.[1]	4 001	N.A.[1]	2 886	N.A.[2]
Sha Tin	9 167	N.A.[1]	6 889	N.A.[1]	4 067	N.A.[2]
Tai Po	6 280	N.A.[1]	3 242	N.A.[1]	1 649	N.A.[2]
Kwai Tsing	9 764	N.A.[1]	6 870	N.A.[1]	4 761	N.A.[2]
Tsuen Wan	4 055	N.A.[1]	2 996	N.A.[1]	1 399	N.A.[2]
Tuen Mun	9 519	N.A.[1]	6 463	N.A.[1]	3 511	N.A.[2]
Yuen Long	13 624	N.A.[1]	8 155	N.A.[1]	6 467	N.A.[2]
Total	**118 782**	**N.A.[1]**	**79 233**	**N.A.[1]**	**51 642**	**N.A.[2]**

1. As the latest data on full grant and half grant is as at 31 January 2019 while the student population is based on the 2018/19 school year, the corresponding percentage share cannot be worked out at present.
2. As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

Annex F

Provision, number of participating schools/NGOs and related students and percentage shares by district under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2014/15 school year

District	School-based After-school Learning and Support Programmes (Programme)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)					
	Provision $ ('000)	Number of schools	Number of NGOs[4]	Number of students[1,2]				Provision $ ('000)	Number of schools	Number of students[1,3]			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	1,872	22	6	1 670	99.1%	520	N.A.[5]	865	25	1 330	78.9%	170	N.A.[5]
Eastern	10,538	52	15	6 360	94.9%	2 650	N.A.[5]	4,007	63	4 500	67.1%	1 540	N.A.[5]
Islands	6,138	26	7	2 350	99.9%	1 760	N.A.[5]	1,675	24	1 840	78.3%	1 110	N.A.[5]
Southern	5,849	30	8	2 830	99.6%	1 380	N.A.[5]	1,870	33	2 040	71.8%	720	N.A.[5]
Wan Chai	1,968	23	5	1 410	93.8%	660	N.A.[5]	968	32	1 000	66.5%	470	N.A.[5]
Kowloon City	10,908	54	18	5 930	94.2%	3 020	N.A.[5]	3,749	62	4 290	68.1%	1 690	N.A.[5]
Kwun Tong	25,964	67	23	14 180	99.2%	8 070	N.A.[5]	8,810	71	10 650	74.5%	5 150	N.A.[5]
Sai Kung	9,432	46	19	5 820	99.2%	2 670	N.A.[5]	3,598	48	4 690	79.9%	1 430	N.A.[5]
Sham Shui Po	17,719	52	21	8 790	99.9%	5 550	N.A.[5]	5,795	52	6 700	76.2%	3 390	N.A.[5]
Wong Tai Sin	14,196	52	13	8 100	93.4%	4 680	N.A.[5]	5,283	58	7 240	83.5%	3 000	N.A.[5]
Yau Tsim Mong	7,980	35	12	4 800	96.6%	2 580	N.A.[5]	2,899	37	3 990	80.3%	1 610	N.A.[5]
North	17,378	49	20	10 930	98.8%	3 780	N.A.[5]	5,140	49	10 010	90.4%	2 640	N.A.[5]
Sha Tin	17,053	79	28	10 100	99.4%	4 770	N.A.[5]	5,712	82	7 240	71.2%	2 620	N.A.[5]
Tai Po	9,928	41	11	5 900	98.8%	2 440	N.A.[5]	2,966	39	4 800	80.3%	1 260	N.A.[5]
Kwai Tsing	22,723	67	23	11 950	99.8%	6 470	N.A.[5]	7,572	67	9 830	82.1%	3 870	N.A.[5]
Tsuen Wan	7,580	29	14	4 210	91.7%	1 800	N.A.[5]	2,438	34	3 410	74.3%	820	N.A.[5]
Tuen Mun	21,344	74	25	11 010	99.9%	5 070	N.A.[5]	6,287	75	8 230	74.7%	2 970	N.A.[5]
Yuen Long	31,010	86	35	15 150	99.0%	8 470	N.A.[5]	9,158	88	12 020	78.6%	4 800	N.A.[5]
Total	**239,580**	**884**	**303**	**131 490**	**98.1%**	**66 340**	**N.A.[5]**	**78,792**	**939**	**103 800**	**77.4%**	**39 260**	**N.A.[5]**

1. The numbers of students are rounded to the nearest 10.
2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. The number of students is calculated based on the data on students receiving the grant as at the end of March 2014 and the number of approved classes as specified by the Education Bureau in April 2014 for the 2014/15 school year. Breakdown of the number of participating students receiving SFAS half grant is not available. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.
3. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, the discretionary quota of all participating schools has been increased from 10% to 100% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant. Breakdown of the number of participating students receiving SFAS half grant is not available.
4. For the 2014/15 school year, the total number of NGOs is 175. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
5. As the CSSA data is as at end-December of each year while the provision to eligible students under the above programmes is based on each school year, the corresponding percentage share cannot be worked out.

Annex G

Provision, number of participating schools/NGOs and related students and percentage shares by district under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2015/16 school year

District	School-based After-school Learning and Support Programmes (Programme)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)					
	Provision $ ('000)	Number of schools	Number of NGOs[4]	Number of students[1,2]				Provision $ ('000)	Number of schools	Number of students[1,3]			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	2,148	21	5	1 490	96.8%	430	N.A.[5]	987	26	1 340	87.1%	200	N.A.[5]
Eastern	9,940	52	15	5 900	91.0%	2 550	N.A.[5]	4,349	63	4 510	69.6%	1 470	N.A.[5]
Islands	4,684	26	8	2 190	95.4%	1 570	N.A.[5]	1,706	24	2 000	87.1%	950	N.A.[5]
Southern	5,409	30	7	2 650	99.4%	1 310	N.A.[5]	2,007	32	1 730	64.9%	600	N.A.[5]
Wan Chai	2,200	24	5	1 330	92.9%	620	N.A.[5]	1,036	32	840	58.7%	330	N.A.[5]
Kowloon City	10,874	54	19	5 690	92.1%	2 840	N.A.[5]	4,226	61	4 470	72.4%	1 490	N.A.[5]
Kwun Tong	26,258	67	22	13 610	99.1%	7 770	N.A.[5]	9,869	71	11 430	83.2%	5 010	N.A.[5]
Sai Kung	8,794	46	19	5 450	98.8%	2 360	N.A.[5]	3,867	49	4 610	83.5%	1 220	N.A.[5]
Sham Shui Po	17,936	52	21	8 350	99.9%	5 440	N.A.[5]	6,521	52	7 070	84.5%	3 600	N.A.[5]
Wong Tai Sin	15,024	53	18	8 050	94.6%	4 370	N.A.[5]	6,054	57	7 380	86.7%	3 190	N.A.[5]
Yau Tsim Mong	9,818	36	14	4 710	99.7%	2 360	N.A.[5]	3,398	37	3 910	82.8%	1 700	N.A.[5]
North	17,577	49	17	11 000	99.0%	3 390	N.A.[5]	6,101	49	10 220	92.0%	2 110	N.A.[5]
Sha Tin	17,136	81	31	9 680	98.1%	4 540	N.A.[5]	6,263	81	7 370	74.7%	2 770	N.A.[5]
Tai Po	9,495	42	14	5 820	95.8%	2 310	N.A.[5]	3,324	39	5 090	83.8%	1 290	N.A.[5]
Kwai Tsing	23,458	67	25	11 340	99.7%	5 940	N.A.[5]	8,203	67	9 800	86.2%	4 060	N.A.[5]
Tsuen Wan	8,015	29	12	4 060	92.8%	1 690	N.A.[5]	2,845	34	3 480	79.5%	1 070	N.A.[5]
Tuen Mun	21,373	73	23	10 620	99.7%	4 670	N.A.[5]	6,772	75	8 670	81.4%	2 650	N.A.[5]
Yuen Long	30,082	87	35	14 420	95.7%	7 580	N.A.[5]	10,279	88	12 650	84.0%	4 990	N.A.[5]
Total	**240,221**	**889**	**310**	**126 360**	**97.2%**	**61 740**	**N.A.[5]**	**87,807**	**937**	**106 550**	**82.0%**	**38 710**	**N.A.[5]**

1. The numbers of students are rounded to the nearest 10.
2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. The number of students is calculated based on the data on students receiving the grant as at the end of March 2015 and the number of approved classes as specified by the Education Bureau in April 2015 for the 2015/16 school year. Breakdown of the number of participating students receiving SFAS half grant is not available. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.
3. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, the discretionary quota of all participating schools has been increased from 10% to 100% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant. Breakdown of the number of participating students receiving SFAS half grant is not available.
4. For the 2015/16 school year, the total number of NGOs is 175. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
5. As the CSSA data is as at end-December of each year while the provision to eligible students under the above programmes is based on each school year, the corresponding percentage share cannot be worked out.

Annex H

Provision, number of participating schools/NGOs and related students and percentage shares by district under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2016/17 school year

District	School-based After-school Learning and Support Programmes (Programme)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)					
	Provision $ ('000)	Number of schools	Number of NGOs[4]	Number of students[1,2]				Provision $ ('000)	Number of schools	Number of students[1,3]			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	2,087	21	4	1 200	97.6%	460	N.A.[5]	861	26	1 150	93.6%	170	N.A.[5]
Eastern	9,540	51	16	6 050	91.7%	2 490	N.A.[5]	4,138	62	4 690	71.1%	1 570	N.A.[5]
Islands	4,699	26	11	2 160	99.5%	1 600	N.A.[5]	1,589	24	1 590	73.2%	770	N.A.[5]
Southern	5,332	29	7	2 570	96.2%	1 320	N.A.[5]	1,797	32	1 470	55.0%	580	N.A.[5]
Wan Chai	2,713	28	6	1 630	96.9%	820	N.A.[5]	929	32	910	54.1%	310	N.A.[5]
Kowloon City	10,206	54	19	7 710	95.5%	2 800	N.A.[5]	3,893	62	3 980	49.3%	1 450	N.A.[5]
Kwun Tong	24,109	69	25	12 900	98.8%	7 380	N.A.[5]	9,479	72	11 010	84.3%	4 610	N.A.[5]
Sai Kung	8,200	46	18	5 250	94.1%	2 380	N.A.[5]	3,702	49	4 280	76.7%	1 300	N.A.[5]
Sham Shui Po	18,312	52	24	8 090	96.7%	5 240	N.A.[5]	5,859	53	7 050	84.3%	3 310	N.A.[5]
Wong Tai Sin	14,315	53	17	6 710	99.9%	4 450	N.A.[5]	5,607	57	6 670	99.3%	3 080	N.A.[5]
Yau Tsim Mong	8,320	36	13	4 480	99.6%	2 460	N.A.[5]	3,002	37	3 690	82.1%	1 460	N.A.[5]
North	17,380	49	18	11 250	99.3%	3 200	N.A.[5]	5,978	49	11 000	97.1%	2 050	N.A.[5]
Sha Tin	17,588	81	33	9 600	99.6%	4 650	N.A.[5]	6,102	79	7 090	73.6%	2 630	N.A.[5]
Tai Po	8,797	41	14	6 070	98.8%	2 210	N.A.[5]	3,203	39	5 390	87.7%	1 210	N.A.[5]
Kwai Tsing	22,841	69	24	10 770	99.9%	5 750	N.A.[5]	7,589	67	9 270	86.0%	3 590	N.A.[5]
Tsuen Wan	8,435	30	11	4 170	91.1%	1 660	N.A.[5]	2,585	34	3 150	68.8%	800	N.A.[5]
Tuen Mun	21,572	73	26	10 300	99.8%	4 530	N.A.[5]	6,103	72	8 050	78.0%	2 360	N.A.[5]
Yuen Long	34,959	88	35	14 550	99.5%	7 360	N.A.[5]	9,329	89	12 100	82.8%	4 950	N.A.[5]
Total	**239,405**	**896**	**321**	**125 460**	**98.0%**	**60 760**	**N.A.[5]**	**81,745**	**935**	**102 520**	**80.1%**	**36 200**	**N.A.[5]**

1. The numbers of students are rounded to the nearest 10.
2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. The number of students is calculated based on the data on students receiving the grant as at the end of March 2016 and the number of approved classes as specified by the Education Bureau in April 2016 for the 2016/17 school year. Breakdown of the number of participating students receiving SFAS half grant is not available. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.
3. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, the discretionary quota of all participating schools has been increased from 10% to 100% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant. Breakdown of the number of participating students receiving SFAS half grant is not available.
4. For the 2016/17 school year, the total number of NGOs is 173. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
5. As the CSSA data is as at end-December of each year while the provision to eligible students under the above programmes is based on each school year, the corresponding percentage share cannot be worked out.

Annex I

Provision, number of participating schools/NGOs and related students and percentage shares by district under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2017/18 school year

District	School-based After-school Learning and Support Programmes (Programme)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)					
	Provision $ ('000)	Number of schools	Number of NGOs[4]	Number of students[1,2]				Provision $ ('000)	Number of schools	Number of students[1,3]			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	1,935	21	4	1 410	99.9%	400	N.A.[5]	840	27	1 060	86.5%	140	N.A.[5]
Eastern	8,956	53	12	5 520	91.7%	2 260	N.A.[5]	3,847	62	4 390	72.9%	1 220	N.A.[5]
Islands	5,223	26	9	2 190	99.9%	1 390	N.A.[5]	1,417	25	1 520	72.4%	800	N.A.[5]
Southern	5,041	29	6	2 550	99.9%	1 140	N.A.[5]	1,689	32	1 530	70.2%	510	N.A.[5]
Wan Chai	2,536	30	5	1 580	99.9%	690	N.A.[5]	864	33	980	70.3%	320	N.A.[5]
Kowloon City	10,344	56	19	5 970	74.4%	2 840	N.A.[5]	3,684	61	4 180	52.1%	1 480	N.A.[5]
Kwun Tong	25,935	71	21	13 420	99.9%	6 680	N.A.[5]	8,924	73	11 260	86.6%	4 410	N.A.[5]
Sai Kung	8,423	46	19	5 190	99.9%	2 060	N.A.[5]	3,411	47	3 950	92.1%	1 040	N.A.[5]
Sham Shui Po	18,196	52	24	8 290	99.9%	4 790	N.A.[5]	5,682	53	6 870	85.4%	3 020	N.A.[5]
Wong Tai Sin	13,851	51	16	7 680	98.9%	3 800	N.A.[5]	5,485	57	7 090	91.3%	2 750	N.A.[5]
Yau Tsim Mong	7,977	36	13	4 530	99.9%	2 170	N.A.[5]	2,830	37	3 400	78.0%	1 350	N.A.[5]
North	17,379	49	15	11 540	99.4%	2 920	N.A.[5]	5,920	49	10 600	91.3%	1 880	N.A.[5]
Sha Tin	17,428	81	29	9 760	99.9%	4 270	N.A.[5]	5,758	79	7 640	78.4%	2 410	N.A.[5]
Tai Po	9,465	41	13	6 460	98.8%	2 010	N.A.[5]	3,183	39	5 290	80.9%	1 360	N.A.[5]
Kwai Tsing	23,313	68	25	11 170	99.9%	5 040	N.A.[5]	7,101	67	8 790	85.1%	2 950	N.A.[5]
Tsuen Wan	8,220	30	8	4 140	95.5%	1 460	N.A.[5]	2,472	34	3 090	71.3%	770	N.A.[5]
Tuen Mun	20,850	74	27	10 530	99.9%	3 990	N.A.[5]	5,869	72	7 460	74.6%	2 090	N.A.[5]
Yuen Long	35,084	88	37	14 870	99.9%	6 490	N.A.[5]	9,064	89	11 910	83.5%	4 160	N.A.[5]
Total	**240,156**	**902**	**302**	**126 800**	**99.9%**	**54 400**	**N.A.[5]**	**78,040**	**936**	**101 000**	**80.6%**	**32 670**	**N.A.[5]**

1. The numbers of students are rounded to the nearest 10.
2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. The number of students is calculated based on the data on students receiving the grant as at the end of March 2017 and the number of approved classes as specified by the Education Bureau in April 2017 for the 2017/18 school year. Breakdown of the number of participating students receiving SFAS half grant is not available. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.
3. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, the discretionary quota of all participating schools has been increased from 10% to 100% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant. Breakdown of the number of participating students receiving SFAS half grant is not available.
4. For the 2017/18 school year, the total number of NGOs is 169. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
5. As the CSSA data is as at end-December of each year while the provision to eligible students under the above programmes is based on each school year, the corresponding percentage share cannot be worked out.

Provision, number of participating schools/NGOs and related students by district under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2018/19 school year

District	School-based After-school Learning and Support Programmes (Programme)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)[3]	
	Provision $ ('000)	Number of schools	Number of NGOs[4]	Number of students[1,2]				Provision $ ('000)	Number of schools
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district		
Central & Western	1,912	21	4	1 300	N.A.[5]	370	N.A.[6]	816	26
Eastern	8,990	53	12	5 190	N.A.[5]	2 000	N.A.[6]	3,769	62
Islands	5,327	26	12	2 040	N.A.[5]	1 200	N.A.[6]	1,323	25
Southern	4,857	29	7	2 400	N.A.[5]	1 030	N.A.[6]	1,582	32
Wan Chai	2,625	30	5	1 500	N.A.[5]	630	N.A.[6]	878	33
Kowloon City	10,715	56	19	5 730	N.A.[5]	2 750	N.A.[6]	3,688	62
Kwun Tong	25,115	70	22	12 530	N.A.[5]	6 000	N.A.[6]	8,623	72
Sai Kung	8,711	45	19	4 650	N.A.[5]	1 820	N.A.[6]	3,185	48
Sham Shui Po	17,822	52	20	7 840	N.A.[5]	4 340	N.A.[6]	5,443	52
Wong Tai Sin	13,828	50	15	7 280	N.A.[5]	3 440	N.A.[6]	5,293	56
Yau Tsim Mong	7,807	36	15	4 250	N.A.[5]	1 980	N.A.[6]	2,686	37
North	17,986	49	17	11 390	N.A.[5]	2 640	N.A.[6]	5,893	50
Sha Tin	17,108	80	27	9 460	N.A.[5]	3 990	N.A.[6]	5,554	79
Tai Po	9,784	42	12	6 500	N.A.[5]	1 990	N.A.[6]	3,265	40
Kwai Tsing	23,920	67	27	10 340	N.A.[5]	4 380	N.A.[6]	6,643	67
Tsuen Wan	8,180	30	9	3 810	N.A.[5]	1 290	N.A.[6]	2,334	33
Tuen Mun	20,637	74	28	9 770	N.A.[5]	3 620	N.A.[6]	5,688	73
Yuen Long	34,653	88	35	13 910	N.A.[5]	5 630	N.A.[6]	8,465	90
Total	**239,977**	**898**	**305**	**119 890**	**N.A.[5]**	**49 100**	**N.A.[6]**	**75,128**	**937**

1. The numbers of students are rounded to the nearest 10.
2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. The number of students is calculated based on the data on students receiving the grant as at the end of March 2018 and the number of approved classes as specified by the Education Bureau in April 2018 for the 2018/19 school year. Breakdown of the number of participating students receiving SFAS half grant is not available. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant.
3. Figures are as at 31 January 2019. The overall number of students will only be available after the completion of the school year.
4. For the 2018/19 school year, the total number of NGOs is 171. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
5. As data on students receiving full grant will only be available at the end of the school year, the corresponding percentage share cannot be worked out at present.
6. As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3974)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide relevant figures for the recent 5 years:

(a) The 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) 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 the 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;

(d) 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;

(e) The total expenditure (including GRA, CWRF and LF) on the above education areas and its share in the total expenditure on education;

(f) The expenditure on education (including recurrent expenditure, non-recurrent and capital account expenditure under GRA only) for the above education areas and their respective percentage shares in the Gross Domestic Product (GDP);

(g) The total expenditure on education (including GRA, CWRF and LF) of the above education areas and its percentage share in the GDP; and

(h) The provision for the above education areas and their percentage changes.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 61)

Reply:

(a) Total expenditure and total recurrent expenditure on education

	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19 Revised Estimate**
Total expenditure on education					
Amount ($ million)	73,724	78,968	82,436	88,465	110,526
Percentage share of Total Public Expenditure	*17.4%*	*16.9%*	*16.7%*	*17.4%*	*19.2%*
Total recurrent expenditure on education					
Amount ($ million)	67,803	72,352	75,533	80,233	85,504
Percentage share of Total Recurrent Government Expenditure	*22.2%*	*22.3%*	*21.9%*	*22.2%*	*21.1%*

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

	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19 Revised Estimate**
	$ million	**$ million**	**$ million**	**$ million**	**$ million**
General Revenue Account					
Recurrent	67,803	72,352	75,533	80,233	85,504
Non-recurrent	461	1,353	1,601	2,232	8,329
Capital account	715	799	884	962	1,314
Sub-total	68,979	74,504	78,018	83,427	95,147
Capital Works Reserve Fund	2,013	2,113	2,262	2,888	13,106
Loan Fund	2,732	2,351	2,156	2,150	2,273
Total expenditure on education	73,724	78,968	82,436	88,465	110,526

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2014-15)

2014-15	[c & d]						[c & f]	
	GRA Expenditure							
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure	GRA expenditure	% of GDP
	$ million	%	%	$ million	%	%	$ million	%
Pre-primary Education	3,373	5.0%	4.9%	0	0.0%	0.0%	3,373	0.15%
Primary Education	14,781	21.8%	21.4%	16	3.5%	0.0%	15,091	0.67%
Secondary Education	24,287	35.8%	35.2%	0	0.0%	0.0%	24,623	1.09%
Special Education	1,975	2.9%	2.9%	0	0.0%	0.0%	2,011	0.09%
Vocational and Professional Education[(1)]	2,655	3.9%	3.8%	14	3.0%	0.0%	2,711	0.12%
Post-secondary Education[(2)]	18,275	27.0%	26.5%	378	82.0%	0.5%	18,653	0.83%
Others[(3)]	2,457	3.6%	3.6%	52	11.3%	0.1%	2,517	0.11%
Total[(4)]	67,803	100%	98.3%	461	100%	0.7%	68,979	3.05%
Out of the above total, teacher training[(5)]	1,207	1.8%	1.7%	39	8.5%	0.1%	1,246	0.06%

GDP (calendar year) ($ million)	2,260,005

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2015-16)

2015-16	[c & d]						[c & f]	
	GRA Expenditure							
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure	GRA expenditure	% of GDP
	$ million	%	%	$ million	%	%	$ million	%
Pre-primary Education	3,809	5.3%	5.1%	0	0.0%	0.0%	3,809	0.16%
Primary Education	16,021	22.1%	21.5%	34	2.5%	0.0%	16,383	0.68%
Secondary Education	25,208	34.8%	33.8%	21	1.6%	0.0%	25,596	1.07%
Special Education	2,146	3.0%	2.9%	2	0.1%	0.0%	2,190	0.09%
Vocational and Professional Education[(1)]	2,767	3.8%	3.7%	7	0.5%	0.0%	2,831	0.12%
Post-secondary Education[(2)]	19,777	27.3%	26.5%	1,235	91.3%	1.7%	21,012	0.88%
Others[(3)]	2,624	3.7%	3.5%	56	4.1%	0.1%	2,683	0.11%
Total[(4)]	72,352	100%	97.1%	1,353	100%	1.8%	74,504	3.11%
Out of the above total, teacher training[(5)]	1,243	1.7%	1.7%	0	0.0%	0.0%	1,243	0.05%

GDP (calendar year) ($ million)	2,398,280

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2016-17)

2016-17	[c & d]						[c & f]	
	GRA Expenditure							
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure	GRA expenditure	% of GDP
	$ million	%	%	$ million	%	%	$ million	%
Pre-primary Education	4,141	5.5%	5.3%	211	13.2%	0.3%	4,352	0.17%
Primary Education	17,034	22.6%	21.8%	39	2.4%	0.0%	17,472	0.70%
Secondary Education	25,949	34.3%	33.3%	120	7.5%	0.2%	26,458	1.06%
Special Education	2,238	3.0%	2.9%	10	0.6%	0.0%	2,293	0.09%
Vocational and Professional Education[(1)]	2,858	3.8%	3.7%	51	3.2%	0.1%	2,955	0.12%
Post-secondary Education[(2)]	20,609	27.3%	26.4%	324	20.2%	0.4%	20,933	0.84%
Others[(3)]	2,704	3.5%	3.5%	846	52.8%	1.1%	3,555	0.14%
Total[(4)]	75,533	100%	96.8%	1,601	100%	2.1%	78,018	3.13%
Out of the above total, teacher training[(5)]	1,312	1.7%	1.7%	0	0.0%	0.0%	1,312	0.05%

GDP (calendar year) ($ million)	2,490,617

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2017-18)

2017-18	[c & d]						[c & f]	
	GRA Expenditure							
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure	GRA expenditure	% of GDP
	$ million	%	%	$ million	%	%	$ million	%
Pre-primary Education	5,725	7.1%	6.9%	1	0.0%	0.0%	5,726	0.22%
Primary Education	18,283	22.8%	21.9%	101	4.5%	0.1%	18,805	0.71%
Secondary Education	26,633	33.2%	31.9%	120	5.4%	0.1%	27,177	1.02%
Special Education	2,396	3.0%	2.9%	15	0.7%	0.0%	2,463	0.09%
Vocational and Professional Education[(1)]	2,808	3.5%	3.4%	86	3.9%	0.1%	2,955	0.11%
Post-secondary Education[(2)]	21,547	26.9%	25.8%	1,862	83.4%	2.2%	23,408	0.88%
Others[(3)]	2,841	3.5%	3.4%	48	2.2%	0.1%	2,892	0.11%
Total[(4)]	80,233	100%	96.2%	2,232	100%	2.7%	83,427	3.13%
Out of the above total, teacher training[(5)]	1,330	1.7%	1.6%	0	0.0%	0.0%	1,330	0.05%
GDP (calendar year) ($ million)				2,662,532				

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2018-19 revised estimate)

2018-19 Revised Estimate	[c & d]						[c & f]	
	GRA Expenditure							
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure	GRA expenditure	% of GDP
	$ million	%	%	$ million	%	%	$ million	%
Pre-primary Education	6,531	7.6%	6.9%	82	1.0%	0.1%	6,613	0.23%
Primary Education	19,959	23.3%	21.0%	215	2.6%	0.2%	20,699	0.73%
Secondary Education	27,851	32.6%	29.3%	195	2.3%	0.2%	28,666	1.01%
Special Education	2,614	3.1%	2.7%	0	0.0%	0.0%	2,713	0.10%
Vocational and Professional Education[(1)]	2,887	3.4%	3.0%	121	1.5%	0.1%	3,077	0.11%
Post-secondary Education[(2)]	22,607	26.4%	23.8%	4,233	50.8%	4.4%	26,841	0.94%
Others[(3)]	3,055	3.6%	3.2%	3,483	41.8%	3.7%	6,539	0.23%
Total[(4)]	85,504	100%	89.9%	8,329	100%	8.8%	95,147	3.34%
Out of the above total, teacher training[(5)]	1,341	1.6%	1.4%	9	0.1%	0.0%	1,350	0.05%
GDP (calendar year) ($ million)				2,845,317				

(c) & (e) Total expenditure on education by area and its percentage share

	2014-15		2015-16		2016-17		2017-18		2018-19 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	3,374	4.6%	3,811	4.8%	4,353	5.3%	5,727	6.5%	6,615	6.0%
Primary Education	15,438	20.9%	16,848	21.3%	17,883	21.7%	19,534	22.1%	21,387	19.4%
Secondary Education	25,002	33.9%	26,095	33.0%	26,920	32.7%	27,703	31.3%	29,412	26.6%
Special Education	2,064	2.8%	2,324	2.9%	2,728	3.3%	2,925	3.3%	3,039	2.7%
Vocational and Professional Education[(1)]	3,391	4.6%	3,124	4.0%	3,425	4.2%	3,659	4.1%	3,335	3.0%
Post-secondary Education[(2)]	21,914	29.7%	24,036	30.4%	23,490	28.5%	25,997	29.4%	40,186	36.4%
Others[(3)]	2,542	3.4%	2,729	3.5%	3,636	4.4%	2,920	3.3%	6,553	5.9%
Total[(4)]	73,724	100%	78,968	100%	82,436	100%	88,465	100%	110,526	100%
Out of the above total, teacher training[(5)]	1,299	1.8%	1,296	1.6%	1,366	1.7%	1,382	1.6%	1,406	1.3%

(c) & (g) Total expenditure on education by area and as % of GDP

	2014-15		2015-16		2016-17		2017-18		2018-19 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	3,374	0.15%	3,811	0.16%	4,353	0.17%	5,727	0.22%	6,615	0.23%
Primary Education	15,438	0.68%	16,848	0.70%	17,883	0.72%	19,534	0.73%	21,387	0.75%
Secondary Education	25,002	1.11%	26,095	1.09%	26,920	1.08%	27,703	1.04%	29,412	1.03%
Special Education	2,064	0.09%	2,324	0.10%	2,728	0.11%	2,925	0.11%	3,039	0.11%
Vocational and Professional Education[(1)]	3,391	0.15%	3,124	0.13%	3,425	0.14%	3,659	0.14%	3,335	0.12%
Post-secondary Education[(2)]	21,914	0.97%	24,036	1.00%	23,490	0.94%	25,997	0.98%	40,186	1.41%
Others [(3)]	2,542	0.11%	2,729	0.11%	3,636	0.15%	2,920	0.11%	6,553	0.23%
Total[(4)]	73,724	3.26%	78,968	3.29%	82,436	3.31%	88,465	3.32%	110,526	3.88%
Out of the above total, teacher training[(5)]	1,299	0.06%	1,296	0.05%	1,366	0.05%	1,382	0.05%	1,406	0.05%
GDP (calendar year) ($ million)	2,260,005		2,398,280		2,490,617		2,662,532		2,845,317	

(c) & (h) Provision for education by area and its percentage change

	2014-15	2015-16		2016-17		2017-18		2018-19 Revised Estimate	
	Amount	Amount	Change over 2014-15	Amount	Change over 2015-16	Amount	Change over 2016-17	Amount	Change over 2017-18
	$ million	$ million	%	$ million	%	$ million	%	$ million	%
Pre-primary Education	3,374	3,811	13.0%	4,353	14.2%	5,727	31.6%	6,615	15.5%
Primary Education	15,438	16,848	9.1%	17,883	6.1%	19,534	9.2%	21,387	9.5%
Secondary Education	25,002	26,095	4.4%	26,920	3.2%	27,703	2.9%	29,412	6.2%
Special Education	2,064	2,324	12.6%	2,728	17.4%	2,925	7.2%	3,039	3.9%
Vocational and Professional Education[(1)]	3,391	3,124	-7.9%	3,425	9.6%	3,659	6.8%	3,335	-8.9%
Post-secondary Education[(2)]	21,914	24,036	9.7%	23,490	-2.3%	25,997	10.7%	40,186	54.6%
Others[(3)]	2,542	2,729	7.4%	3,636	33.2%	2,920	-19.7%	6,553	124.4%
Total[(4)]	73,724	78,968	7.1%	82,436	4.4%	88,465	7.3%	110,526	24.9%
Out of the above total, teacher training[(5)]	1,299	1,296	-0.2%	1,366	5.4%	1,382	1.2%	1,406	1.7%

For adult education, subsidies are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses under Head 173 Working Family and Student Financial Assistance Agency and are included as part of the recurrent expenditure of secondary education.

Notes

1. Expenditure on vocational and professional education covers provision for the Vocational Training Council and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.

2. Expenditure on post-secondary education covers provision for Project Yi Jin, Yi Jin Diploma Programme, various programmes for degree or above and sub-degree education (excluding vocational and professional education) and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.

   The increase in expenditure in 2018-19 is mainly due to the establishment of the Hostel Development Fund ($10.3 billion) and the one-off injections into the Research Endowment Fund ($3 billion) and the HKSAR Government Scholarship Fund ($800 million).

3. Others include provision for home-school co-operation activities, school uniformed group activities, bureau support and other non-recurrent expenditure. The increase in expenditure in 2016-17 is mainly due to the establishment of the Gifted Education Fund ($800 million). The increase in expenditure in 2018-19 is mainly due to the establishment of the Student Activities Support Fund ($2.5 billion) and the one-off injection into the Gifted Education Fund ($800 million).

4. The sums of figures may not add up to total due to rounding.

5. 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 universities. The related expenditure has been subsumed in the respective education area.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 3975)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures (including number of classes, demand for school places, supply of school places, number of cross-district students, surplus/shortage and the percentage of surplus/shortage over the supply of school places) by district, and also the total number in different districts and Hong Kong as a whole:

(a) The supply of and demand for Secondary One (S1) places under the Secondary School Places Allocation (SSPA) System in 2014-2018, as well as the latest estimation of the supply of and demand for S1 places under SSPA 2019;

(b) The supply of and demand for Primary One (P1) places under the Primary One Admission (POA) System in 2014-2018, as well as the latest estimation of the supply of and demand for P1 places under POA 2019;

(c) Referring to the replies to (a) and (b), the respective surplus of school places in various districts/school nets in the recent 5 years and the estimation in 2019;

(d) Referring to the replies to (a) and (b), the respective number of school places netted, number of school places allocated, number of school places netted from other districts, the actual number of places registered and the ratio in the recent 5 years and the estimation in 2019;

(e) Referring to the reply in (c), how can the Administration effectively solve the problem of greater surplus in school places in certain districts? Will special measures be implemented? For example, it was suggested that 3 classes of S1 students be allocated to these districts across the board in the 2019 school year, or that the current number of S1 classes in the territory be frozen, or that small class teaching be implemented; and

(f) Referring to the reply to (b), how can the Administration solve the problem of greater shortage in school places in certain districts?

(g) In view of the demographic change in respect of student population, will the Administration set up a committee to explore an effective, sustainable and long-term solution? If so, when will it be implemented and what is the time-table? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 64)

Reply:

(a), (c) & (d) The Secondary School Places Allocation (SSPA) System is divided into 2 stages: Discretionary Places (DP) and Central Allocation (CA). During the DP stage, parents may, without restriction on districts, apply to not more than 2 participating secondary schools. The CA stage comprises 2 parts, namely unrestricted school choices and restricted school choices. Under SSPA, the secondary school net of students is determined by the location of the primary schools they attend rather than their place of residence. Hence, parents may choose schools in other districts during the DP and CA stages. In addition, some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the number of cross-district students (including the actual number of places registered) are not available.

A total of 48 811, 46 659, 45 544, 47 203 and 49 554 students participated in SSPA from 2014 to 2018 (i.e. for admission to Secondary 1 (S1) from the 2014/15 to 2018/19 school years) respectively. A breakdown by students' school net is at Annex 1. The respective number of S1 classes, places and students in public sector schools by district from the 2014/15 to 2018/19 school years is at Annex 2. As SSPA 2019 has not yet completed, relevant figures for the 2019/20 school year are not available.

The provision of public sector secondary school places is planned on a territory-wide basis. To ensure an adequate supply of school places to meet the demand and to provide students with more school choices in districts with a smaller number of school places, netting of school places from neighbouring areas is a long-established arrangement which can also address the concerns and needs of different stakeholders. When making netting arrangements, the Education Bureau (EDB) takes into consideration a number of factors, such as the demand and supply of school places in different districts, location of schools and the associated transport facilities as well as the established netting pattern, to ensure a stable supply of school places in each district and provide parents with more choices. The secondary schools that offer places for school nets in the CA stage and the anticipated number of school places from 2014 to 2019 are set out in the

Secondary School Lists of the respective years for parents' reference. Each year, the actual number of school places netted and the situation of students' actual registration in relevant districts could be affected by different factors, including the unrestricted school choices made by parents during the DP and CA stages. Relevant statistics are not readily available.

(b), (c) & (d) The Primary One Admission (POA) System is divided into 2 stages: DP and CA. During the DP stage, parents may apply to one public sector primary school either within or outside the school net in which they reside. Children who have failed to secure a discretionary school place may participate in CA, which comprises two parts, namely unrestricted school choices and restricted school choices. For applicant children residing in Hong Kong, their school net is determined by their residential address. Certain school nets may cover two districts. Hence, a number of parents may choose schools from other districts/school nets in the DP and CA stages. In addition, some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the number of cross-district students (including the actual number of places registered) are not available.

A total of 50 992, 50 637, 51 747, 55 880 and 56 648 children were allocated Primary 1 (P1) places in POA from 2014 to 2018 (i.e. for admission to P1 from the 2014/15 to 2018/19 school years) respectively. A breakdown by applicant children's school net is at Annex 3. The respective number of P1 classes, places and students in public sector schools by district from the 2014/15 to 2018/19 school years is at Annex 4. As POA 2019 has not yet completed, relevant figures for the 2019/20 school year are not available.

The provision of public sector primary school places is planned on a territory-wide basis. Under POA, the demand and supply of P1 school places in individual school nets may vary across years. Providing sufficient school places for parents' selection by netting places from school nets that have surplus places is a long-established arrangement. When netting school places, EDB follows the established mechanism, which includes thoroughly considering the situation of schools in the school nets concerned, location of schools and the transportation available to facilitate students travelling to and from schools, etc. The provisional number of CA places offered by schools, including those offered by schools in other school nets, is set out in the Choice of Schools List by School Net for CA of POA from 2014 to 2019 for parents' reference. Each year, the actual number of school places netted and the situation of students' actual registration in relevant districts/school nets could be affected by different factors, including the unrestricted school choices made by parents during the CA stage. Relevant statistics are not readily available.

(e) - (g) Based on the existing data, the overall number of S1 students is expected to rebound steadily and progressively from the 2017/18 school year onwards.

As the distribution of schools is uneven and the number of classes operated by individual schools is subject to various factors (e.g. the choices of parents and the mobility of students, etc.), while expecting the overall S1 student population to rebound gradually, EDB will continue with the targeted relief measures previously implemented to help sustain the development of schools, stabilise the teaching force and maintain the quality of education. These measures include reducing the basis for calculating the number of approved S1 classes to 25 students per class, relaxing the "not less than 3 S1 classes" requirement under which schools with 2 approved S1 classes are accepted not necessary to apply for any school development option, and allowing schools with S1 classes reduced to 1 or 2 to participate in the next SSPA with a cap of 3 S1 classes. The above measures will continue to take effect in the coming few years. Meanwhile, we will continue to explore the need for other measures to support individual affected schools when necessary. Besides, to address the projected increase in the demand for S1 school places, EDB and the sector met and reached a consensus in October 2017 on the framework of direction and strategies for tackling the issue, i.e. adopting the established netting arrangements for SSPA, progressively reverting the allocation class size to 34 students upon the rebound of the S1 student population ("place reinstating") as pledged by the sector prior to the implementation of the targeted relief measures, and increasing the number of S1 classes in districts with a shortfall in school places after adopting the netting arrangements and "place reinstating", so as to ensure a sufficient supply of S1 school places every year to meet the demand.

In considering whether small class teaching (SCT) be implemented in secondary schools, conceptually speaking, SCT in secondary schools is more of a teaching strategy involving 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 of a younger age and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools,, we should take into account the current conditions and learning and teaching environment of secondary schools, as well as the availability of support for them, overseas experience and resource implications, and assess prudently whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board. As the number of S1 students is expected to rebound steadily from the 2017/18 school year onwards, reducing the class size across-the-board will definitely increase the pressure on land use by schools. We have no plan to implement SCT in secondary schools having regard to the aforementioned considerations.

As for primary schools, EDB anticipated in 2013 that the overall demand for P1 places would increase substantially and temporarily to the projected peak in the 2018/19 school year, and then drop significantly in the 2019/20 school year before gradually reaching a stable level. Over the past few years, in

meeting the transient increase in demand for P1 places, EDB has, based on the consensus reached with the sector, avoided constructing new schools to meet any transient demand for P1 places as far as possible to lessen impact on the stable development of primary schools when the demand for school places subsides. Premising on the sustainable development of existing schools, we have adopted flexible arrangements to cope with the transient increase in demand for P1 school places. Following the drop of P1 school-age population, the flexible measures adopted will be adjusted or withdrawn in light of the demand as planned from the 2019/20 school year. However, since the demand for school places in individual districts/school nets may be different from the overall situation and the continuous operation of additional classes in individual districts/school nets in the past few years has reduced substantially the number of vacant classrooms, some districts/school nets would still have to continue with the flexible measures, including temporarily allocating more students per P1 class, in the 2019/20 school year to increase the provision of P1 places. Both EDB and the sector consider that the drop of P1 school-age population will create favourable conditions for more schools to implement SCT. EDB has therefore issued letters to invite all schools which have not yet implemented SCT to plan and make early preparation so that they can implement SCT as soon as practicable where the supply and demand of school places allow. Depending on the demand and supply of school places in individual districts, EDB will liaise with the schools concerned in a timely manner.

EDB recognises stakeholders' different concerns about the planning of school places, and will continue to keep a close watch on the changes in student population and maintain close communication with the sector, so as to balance the concerns of different stakeholders and maintain the overall quality of education, while supporting schools' sustainable and stable development and ensuring effective use of resources.

Annex 1

Number of students participating in SSPA from 2014 to 2018

School net	2014	2015	2016	2017	2018
Central & Western	1 583	1 528	1 480	1 567	1 534
Wan Chai	1 681	1 632	1 554	1 643	1 612
Eastern	2 866	2 752	2 695	2 696	2 832
Southern	1 123	1 079	975	1 035	1 024
Yau Tsim Mong	2 084	2 005	2 002	2 031	1 885
Sham Shui Po	2 974	2 737	2 710	2 711	2 803
Kowloon City	4 655	4 521	4 506	4 807	5 079
Wong Tai Sin	2 521	2 475	2 313	2 257	2 356
Kwun Tong	4 326	4 214	4 104	4 236	4 535
Kwai Tsing	3 609	3 423	3 392	3 338	3 474
Tsuen Wan	1 902	1 764	1 688	1 784	1 749
Tuen Mun	3 251	3 012	2 956	3 222	3 571
Yuen Long	4 724	4 398	4 248	4 420	4 728
North	2 775	2 659	2 717	2 867	3 122
Tai Po	1 687	1 615	1 630	1 753	2 075
Sha Tin	3 945	3 922	3 855	4 155	4 379
Sai Kung	2 210	2 078	1 975	1 939	2 067
Islands	895	845	744	742	729
Total	**48 811**	**46 659**	**45 544**	**47 203**	**49 554**

Note: Figures exclude late applicants.

Annex 2

Number of S1 classes, places and students in public sector schools from the 2014/15 to 2018/19 school years

District	2014/15 school year			2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year		
	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students
Central & Western	35	1 146	1 051	35	1 127	1 037	34	1 094	1 007	34	1 094	1 011	34	1 127	1 057
Wan Chai	49	1 676	1 557	49	1 644	1 519	56	1 836	1 635	56	1 836	1 699	56	1 836	1 689
Eastern	105	3 427	2 939	105	3 244	2 773	100	3 116	2 623	96	3 020	2 606	99	3 116	2 703
Southern	47	1 438	1 219	46	1 396	1 179	44	1 364	1 089	45	1 396	1 156	45	1 396	1 143
Yau Tsim Mong	61	2 015	1 766	59	1 869	1 667	60	1 836	1 653	60	1 836	1 630	59	1 835	1 658
Sham Shui Po	79	2 576	2 519	79	2 471	2 359	77	2 471	2 394	78	2 471	2 397	78	2 471	2 410
Kowloon City	121	4 065	3 730	121	3 976	3 626	125	4 104	3 665	125	4 136	3 771	125	4 136	3 826
Wong Tai Sin	92	2 940	2 650	90	2 786	2 557	89	2 786	2 503	88	2 754	2 556	91	2 818	2 679
Kwun Tong	113	3 630	3 423	114	3 525	3 335	114	3 525	3 345	114	3 525	3 352	114	3 525	3 402
Sai Kung	74	2 371	2 085	71	2 308	2 026	72	2 308	1 957	72	2 308	1 989	73	2 340	2 156
Sha Tin	158	5 073	4 405	157	4 859	4 276	153	4 731	4 116	153	4 731	4 281	154	4 731	4 396
Tai Po	69	2 211	1 926	70	2 112	1 848	69	2 112	1 854	69	2 144	1 992	72	2 240	2 072
North	77	2 516	2 410	76	2 409	2 302	77	2 442	2 320	76	2 409	2 325	93	2 970	2 764
Yuen Long	142	4 577	4 245	142	4 391	3 980	137	4 327	3 916	137	4 359	4 075	141	4 359	4 151
Tuen Mun	134	4 303	3 700	134	4 140	3 440	133	3 980	3 360	131	4 076	3 510	135	4 172	3 782
Tsuen Wan	52	1 740	1 642	52	1 692	1 556	52	1 660	1 552	51	1 660	1 563	51	1 660	1 539
Kwai Tsing	122	3 927	3 677	121	3 808	3 500	121	3 808	3 471	121	3 776	3 438	121	3 808	3 504
Islands	26	830	709	26	773	668	25	773	638	25	773	612	26	741	626
All Districts	**1 556**	**50 461**	**45 653**	**1 547**	**48 530**	**43 648**	**1 538**	**48 273**	**43 098**	**1 531**	**48 304**	**43 963**	**1 567**	**49 281**	**45 557**

Notes: (1) Figures exclude special schools.

(2) Figures refer to the position as at September of the respective school year.

(3) Figures on school 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 the schools concerned.

(4) Figures on school places have been updated, reflecting the impact of schools' adoption of the mode of "1-1-1" or "2-1-1" under the targeted relief measures to reduce the number of students allocated to each S1 class progressively from the 2013/14 to 2015/16 school years.

Annex 3

Number of students allocated a P1 school place in POA from 2014 to 2018

P1 school net	2014	2015	2016	2017	2018
11	1 245	1 273	1 372	1 374	1 421
12	1 165	1 121	1 198	1 320	1 261
14	1 425	1 429	1 416	1 391	1 579
16	1 755	1 627	1 629	1 711	1 790
18	1 132	1 177	1 103	1 192	1 174
31	1 180	1 082	1 085	1 086	1 115
32	881	862	945	1 047	1 166
34	1 933	1 899	1 803	1 832	2 005
35	899	869	979	1 013	1 010
40	2 560	2 489	2 511	2 754	2 782
41	956	936	917	977	978
43	1 014	1 015	924	988	988
45	1 370	1 366	1 384	1 468	1 495
46	1 073	1 009	977	1 052	1 247
48	3 045	2 974	2 937	3 378	3 373
62	2 137	2 156	2 178	2 427	2 463
64	855	850	872	912	955
65	1 406	1 459	1 403	1 397	1 503
66	1 046	1 138	1 097	1 197	1 286
70	1 843	1 831	1 857	2 084	2 199
71	1 427	1 493	1 495	1 613	1 598
72	2 208	2 184	2 308	2 421	2 617
73	915	916	949	1 012	1 053
74	1 238	1 254	1 307	1 498	1 555
80	1 161	1 144	1 209	1 327	1 248
81	1 129	1 116	1 162	1 280	1 282
83	44	44	55	56	71
84	1 840	1 767	1 984	2 095	2 285
88	1 255	1 233	1 225	1 291	1 412
89	1 349	1 297	1 382	1 533	1 645
91	2 001	2 083	2 159	2 651	2 714
95	2 656	2 582	2 638	2 915	3 037
96	28	28	34	42	41
97	113	117	128	119	132
98	564	569	569	598	743
99	99	99	102	89	98
Total	46 947	46 488	47 293	51 140	53 321

Note: Figures are based on the school net of applicant children and not inclusive of the cross-boundary students allocated a P1 place.

Annex 4

Number of P1 classes, places and students in public sector schools from the 2014/15 to 2018/19 school years

District	2014/15 school year			2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year		
	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students
Central & Western	50	1 360	1 394	51	1 385	1 389	53	1 435	1 476	53	1 435	1 481	51	1 530	1 535
Wan Chai	53	1 430	1 478	54	1 455	1 467	53	1 410	1 403	56	1 485	1 486	57	1 497	1 468
Eastern	106	2 800	2 830	103	2 750	2 728	105	2 845	2 821	106	2 870	2 923	107	3 132	3 088
Southern	35	920	884	36	945	903	35	920	862	37	970	927	38	995	926
Yau Tsim Mong	81	2 200	2 219	78	2 125	2 117	81	2 175	2 217	81	2 200	2 240	80	2 485	2 423
Sham Shui Po	87	2 390	2 434	85	2 335	2 408	84	2 310	2 398	85	2 772	2 609	86	2 752	2 612
Kowloon City	119	3 180	3 271	117	3 105	3 184	121	3 255	3 395	121	3 419	3 538	121	3 624	3 662
Wong Tai Sin	107	2 690	2 706	112	2 870	2 795	104	2 645	2 535	107	2 720	2 680	104	2 570	2 550
Kwun Tong	142	4 185	4 061	145	3 750	3 773	142	3 695	3 736	159	4 170	4 263	156	4 475	4 480
Sai Kung	91	2 250	2 192	90	2 225	2 120	92	2 275	2 172	98	2 450	2 374	100	2 500	2 473
Sha Tin	165	4 315	4 404	165	4 290	4 385	165	4 340	4 506	177	5 093	5 129	172	5 394	5 269
Tai Po	77	2 310	2 394	76	2 280	2 407	77	2 464	2 606	78	2 574	2 641	89	2 670	2 730
North	115	3 115	3 334	114	3 080	3 246	110	3 283	3 434	116	3 451	3 600	120	3 436	3 507
Yuen Long	207	5 484	5 500	199	5 320	5 334	198	5 352	5 488	199	5 518	5 621	199	5 518	5 565
Tuen Mun	159	4 020	4 028	156	3 940	4 037	151	3 870	4 026	154	4 115	4 200	148	4 153	4 206
Tsuen Wan	76	2 080	2 146	77	2 105	2 189	80	2 180	2 218	82	2 385	2 409	81	2 390	2 459
Kwai Tsing	114	3 030	2 947	116	3 130	3063	119	3 205	3 160	128	3 380	3 371	127	3 380	3 374
Islands	38	830	787	39	955	852	43	1 030	926	47	1 130	999	48	1 225	1 136
All Districts	**1 822**	**48 589**	**49 009**	**1 813**	**48 045**	**48 397**	**1 813**	**48 689**	**49 379**	**1 884**	**52 137**	**52 491**	**1 884**	**53 726**	**53 463**

Notes: (1) Figures exclude special schools.
(2) Figures refer to the position as at September of the respective school year.
(3) Figures on school 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 the schools concerned.
(4) Normally, schools may admit 2 to 3 more students on top of the class size for each class, and thus the number of students admitted could be greater than the number of places.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3976)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Free Quality Kindergarten Education Scheme in the 2017/18 and 2018/19 school years,

(1) Please advise of the number of kindergartens (KGs) that received the tide-over grant. How many of them operated half-day, mixed (half-day and whole-day), whole-day and long whole-day service? What is the total amount of tide-over grant approved? What are the respective highest, lowest, average and median amounts approved for these 4 types of KGs?

(2) It is stipulated that KGs employing basic rank full-time teachers at an average monthly salary above $20,000 in the 2014/15 and 2015/16 school years are eligible to apply for the tide-over grant for the 2017/18 and 2018/19 school years. For KGs that are marginally ineligible in the past years, if the average monthly salary of their basic rank teachers is higher than $30,180 in the 2018/19 school year, they will become eligible to apply for the tide-over grant in the 2019/20 school year. What is the justification for revising the eligibility from an average monthly salary exceeding $20,000 in the 2014/15 and 2015/16 school years to an average monthly salary exceeding $30,180 in the 2018/19 school year, and how are these levels determined? According to the Government's estimation, how many KGs could meet this level of increase in average monthly salary? and

(3) For each of the 4 types of KGs mentioned above, please give the number of KGs having applied for collection of school fees, approved and not approved to collect school fees. For KGs approved to collect school fees in each of these 4 types of KGs, what are the average, lowest, highest and median level of annual school fees? For all KGs not approved to collect school fees, please list the reasons, the type and number of KGs involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 60)

Reply:

(1)
In the 2017/18 school year, 478 of the 748 kindergartens (KGs) joining the KG education scheme (Scheme-KGs) were approved for the tide-over grant (ToG). The expenditure on the ToG in 2017-18 was about $135 million (reflecting the expenditure for the first 8 months, i.e. from August 2017 to March 2018, after the implementation of the Scheme in the 2017/18 school year). As for the 2018/19 school year, 485 of the 753 Scheme-KGs have been approved for the ToG. The estimated expenditure on the ToG in 2018-19 is about $207 million. The number of KGs approved for the ToG by service mode, i.e. half-day (HD), whole-day (WD), etc., and the respective highest, lowest, average and medium amounts approved in the 2 above-mentioned school years are tabulated at Appendix 1.

(2)
Scheme-KGs with a large number of long-serving teachers receiving higher salaries (i.e. the average monthly salary of their basic rank full-time teachers with Certificate in Early Childhood Education [C(ECE)] or above qualification (within the teacher to pupil (TP) ratio of 1:15) in the 2014/15 and 2015/16 school years was higher than $20,000) before joining the Scheme would be provided with the ToG. The ToG aims to render additional financial support for these KGs to defray their expenses on teaching staff salary in the early period of implementation of the Scheme, so that KGs may retain their long-serving teachers and maintain the stability of their teaching force. In July 2017, the Government announced the extension of the 2-year ToG (from 2017/18 to 2018/19 school years) for 3 years (from the 2019/20 to 2021/22 school years), making a total of 5 years of provision. Regarding the arrangements for the 3-year extension, KGs approved to receive the ToG will continue to be provided with the grant. As for other KGs (i.e. those not having a large number of long-serving teachers receiving higher salaries before joining the Scheme), they should have effectively planned and deployed resources provided at the time of joining the Scheme, in principle, there should not be insufficient subsidy to cover expenses on teachers' salary due to a large number of long-serving teachers receiving higher salaries after 2 years of implementation of the Scheme. However, given the diversity of the KG sector, there may be exceptional circumstances that need special consideration. Since the teaching staff salary portion of the basic unit subsidy is calculated at the mid-point of the salary range, we take this as the basis for consideration. For KGs marginally ineligible for the ToG in the past years, should their basic rank teachers' average monthly salary in the 2018/19 school year exceed the mid-point salary (i.e. $30,810) of the provisional salary range (i.e. $22,180 to $39,440) for basic rank teachers in the 2019/20 school year due to exceptional circumstances, they may provide justifications and details about their salary arrangement for teachers. We would consider on a case-by-case basis. As these are exceptional circumstances, estimated figures are not available.

(3)
In the 2017/18 and 2018/19 school years, the number of Scheme-KGs that have applied for collection of school fees for HD, WD and long whole-day service, and the number of KGs with and without approval for collection of school fees are tabulated at Appendix 2. The median, weighted average, highest and lowest school fees among fee-charging KGs are tabulated at Appendix 3.

When assessing KGs' applications for school fees revision, we primarily consider their overall financial position and actual operation, including salaries for teaching and supporting staff, TP ratio, maintenance of school facilities and general operating expenses, etc. We do not have an analysis of the reasons for not granting approval for collection of school fees for different types of KGs.

Number of KGs approved for the tide-over grant (ToG) and
the highest, lowest, average and median amount of grant disbursed
in the 2017/18 and 2018/19 school years

2017/18 School Year	Only operating half-day classes	Only operating whole-day classes	Operating both whole-day and half-day classes
No. of KGs approved for the ToG	85	220	173
Highest amount ($'000)	2 340	590	2 410
Lowest amount ($'000)	80	30	110
Average amount ($'000)	850	210	500
Median amount ($'000)	780	200	450

2018/19 School Year	Only operating half-day classes	Only operating whole-day classes	Operating both whole-day and half-day classes
No. of KGs approved for the ToG	85	221	179
Highest amount ($'000)	1 650	430	1 770
Lowest amount ($'000)	60	40	10
Average amount ($'000)	600	130	320
Median amount ($'000)	560	120	280

Note 1: The KGs offering WD classes in the 2017/18 and 2018/19 school years in the table above include 220 and 221 Former Aided Child Care Centres (FACs) respectively. FACs refer to former aided child care centres operated under the Social Welfare Department before harmonisation of pre-primary services. They usually operate longer service hours.

Note 2: The amount of the 2018/19 school year shown above refers to the position as at March 2019 as the 2018/19 school year has not yet come to a close.

Number of Scheme-KGs
applying for collection of school fees,
number of approved and not approved,
in the 2017/18 and 2018/19 school years

School Year	Service	No. of Scheme-KGs		
		No. of KGs applying for collection of school fees	No. of KGs approved to collect school fees (Note 1)	No. of KGs not approved to collect school fees
2017/18	HD	69	31	38
	WD	344	313	31
	Long WD (Note 2)	240	212	28
2018/19	HD	56	35	21
	WD	341	323	18
	Long WD (Note 2)	238	224	14

Notes:

1. The figures refer to the position when applications for school fees revision was first submitted by KGs, without including changes during the course of vetting. KGs providing both HD and WD/long WD service are counted in each appropriate row.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before harmonisation of pre-primary services. They usually operate longer service hours.

Median, weighted average, highest and lowest school fees
charged by Scheme-KGs
in the 2017/18 and 2018/19 school years

2017/18 School Year

Annual School Fee (Note 1)	HD	WD	Long WD (Note 2)
Median ($)	2,900	7,300	11,400
Weighted average ($)	3,000	8,100	11,000
Highest ($)	9,500	25,900	22,500
Lowest ($)	100	200	900

2018/19 School Year

Annual School Fees (Note 1)	HD	WD	Long WD (Note 2)
Median ($)	3,400	8,100	12,000
Weighted average ($)	3,700	8,700	11,600
Highest ($)	10,100	26,200	26,200
Lowest ($)	100	200	700

Notes:

1. The figures are rounded to the nearest hundred. The school fees of KGs providing both HD and WD/long WD service are counted in each appropriate column.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before harmonisation of pre-primary services. They usually operate longer service hours.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 3977)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding kindergartens (KGs) under the subsidy of the Free Quality Kindergarten Education Scheme (Scheme) in the 2017/18 and 2018/19 school years, please provide the following information:

1. the number of teachers whose salary is $21,680 (i.e. the minimum pay point of the salary range), and among them, the number of teachers serving in half-day (HD) KGs and their percentage share in the total number of teachers in HD KGs, the number of teachers serving in whole-day (WD) KGs and their percentage share in the total number of teachers in WD KGs, as well as the number of teachers serving in long whole-day (LWD) KGs and their percentage share in the total number of teachers in LWD KGs;

2. the number of teachers whose salary is $38,550 (i.e. the maximum point of the salary range), and among them, the number of teachers serving in HD KGs and their percentage share in the total number of teachers in HD KGs, the number of teachers serving in WD KGs and their percentage share in the total number of teachers in WD KGs, as well as the number of teachers serving in LWD KGs and their percentage share in the total number of teachers in LWD KGs;

3. the median salary of teachers in KGs under the Scheme, the actual median salary of teachers, senior teachers and all teachers, as well as the number of KGs with an actual median salary above, lower or equivalent to the median salary of teachers in KGs under the Scheme and their respective percentages;

4. the average, median, highest and lowest salaries of teachers, senior teachers and principals in local private independent KGs; and

5. the respective numbers of Principal I and Principal II in subsidised KGs, and the highest, lowest, average and median salaries of Principal I and Principal II in subsidised KGs, with a breakdown by HD, WD, mixed and LHD KGs.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 63)

Reply:

1.(i) In the 2017/18 school year, the number of teachers in kindergartens (KGs) under the KG education scheme (Scheme) with a monthly salary of $20,770 (i.e. the minimum pay point of the recommended salary range for teachers with Certificate in Early Childhood Education (C(ECE)) or above qualification in the 2017/18 school year) was 1 499 and their percentage share in the total number of teachers in KGs under the Scheme was 15.9%. Among them, the number of teachers serving in half-day (HD) and whole-day (WD) KGs and their respective percentage share are tabulated below:

Number of teachers with a salary of $20,770 in KGs under the Scheme					
KGs operating HD classes only		KGs operating WD classes only		KGs operating both WD and HD classes	
No. of teachers	Percentage	No. of teachers	Percentage	No. of teachers	Percentage
292	12.3%	407	17.0%	800	17.2%

Among the above KGs, the number of teacher with a monthly salary of $20,770 serving in Former Aided Child Care Centres (FACs) was 427, accounting for 17.5% of the total number of teachers in FACs.

(ii) In the 2018/19 school year, the number of teachers in KGs under the Scheme with a monthly salary of $21,680 (i.e. the minimum pay point of the recommended salary range for teachers with C(ECE) or above qualification in the 2018/19 school year) is 850 and their percentage share in the total number of teachers in KGs under the Scheme is 9.1%. Among them, the number of teachers serving in HD and WD KGs and their respective percentage share are tabulated below:

Number of teachers with a salary of $21,680 in KGs under the Scheme					
KGs operating HD classes only		KGs operating WD classes only		KGs operating both WD and HD classes	
No. of teachers	Percentage	No. of teachers	Percentage	No. of teachers	Percentage
158	6.7%	212	8.6%	480	10.5%

Among the above KGs, the number of teachers with a monthly salary of $21,680 serving in FACs is 222, accounting for 9.0% of the total number of teachers in FACs.

2. (i) In the 2017/18 school year, there were 4 teachers with a salary of $36,930 (i.e. the maximum pay point of the recommended salary range for teachers with C(ECE) or above qualification in the 2017/18 school year) in KGs under the Scheme, including 2 serving in KGs operating HD classes and another 2 serving in KGs operating both WD and HD classes. Since there were only a few of them, their percentage share in the total number of teachers in those KGs was not compiled. None of these 4 teachers served in an FAC.

(ii) In the 2018/19 school year, there are 11 teachers with a salary of $38,550 (i.e. the maximum pay point of the recommended salary range for teachers with C(ECE) or above qualification in the 2018/19 school year) in KGs under the Scheme, including 8 serving in KGs operating HD classes, 2 serving in KGs operating WD classes and 1 serving in KGs operating both WD and HD classes. Since there are only a few of them, their percentage share in the total number of teachers in those KGs is not compiled. Among these 11 teachers, 2 are serving in an FAC.

3. (i) In the 2017/18 school year, the median monthly salary of teachers in KGs under the Scheme was $23,270. The respective numbers of KGs with a median salary above, below and equivalent to the median salary, and their respective percentage share in the total number of KGs under the Scheme are tabulated below:

	KGs under the Scheme with a median salary above, below or equivalent to the median salary of teachers in KGs under the Scheme (i.e. $23,270)	
	No. of KGs#	Percentage
Below the median salary	405	55.0%
Equivalent to the median salary	1	0.1%
Above the median salary	331	44.9%
Total	737	100%

There are pay gaps between teachers serving in the same KG. KGs with a median salary above $23,270 are placed in the "above the median salary" category. Similarly, KGs with a median salary below $23,270 are placed in the "below the median salary" category.

(ii) In the 2018/19 school year, the median monthly salary of teachers in KGs under the Scheme is $25,024. The respective numbers of KGs with a median salary above, below and equivalent to the median salary, and their respective percentage share in the total number of KGs under the Scheme are tabulated below:

	KGs under the Scheme with a median salary above, below or equivalent to the median salary of teachers in KGs under the Scheme (i.e. $25,024)	
	No. of KGs##	Percentage
Below the median salary	379	51.00%
Equivalent to the median salary	0	0.00%
Above the median salary	364	49.00%
Total	743	100.00%

There are pay gaps between teachers serving in the same KG. KGs with a median salary above $25,024 are placed in the "above the median salary" category. Similarly, KGs with a median salary below $25,024 are placed in the "below the median salary" category.

(iii) Unlike aided primary and secondary schools, there is no approved teaching establishment in KGs. As the proposed number and rank of senior teachers are for KGs' reference only and the actual arrangements may vary among KGs, it is inappropriate to provide the median salary of senior teachers by rank.

4. (i) In the 2017/18 school year, the average, median, highest and lowest salaries of teachers in local private independent KGs operating WD and HD classes are tabulated below:

	Monthly salary of teachers in local private independent KGs		
	KGs operating HD classes only ($)	KGs operating WD classes only ($)	KGs operating both HD and WD classes ($)
Average salary	26,403	24,439	23,177
Median salary	24,760	23,270	20,000
Highest salary	129,080	37,570	82,572
Lowest salary	8,200	17,000	10,800

(ii) In the 2018/19 school year, the average, median, highest and lowest salaries of teachers in local private independent KGs operating WD and HD classes are tabulated below:

	Monthly salary of teachers in local private independent KGs		
	KGs operating HD classes only ($)	KGs operating WD classes only ($)	KGs operating both HD and WD classes ($)
Average salary	28,167	25,749	23,799
Median salary	26,700	25,060	21,000
Highest salary	86,719	40,420	88,744
Lowest salary	11,000	20,770	11,000

(iii) In the 2017/18 school year, the average, median, highest and lowest salaries of principals in local private independent KGs operating WD and HD classes are tabulated below:

	Monthly salary of principals in local private independent KGs		
	KGs operating HD classes only ($)	KGs operating WD classes only ($)	KGs operating both HD and WD classes ($)
Average salary	47,685	66,448	47,145
Median salary	40,100	46,200	40,500
Highest salary	78,328	110,000	103,535
Lowest salary	26,000	43,145	20,800

(iv) In the 2018/19 school year, the average, median, highest and lowest salaries of principals in local private independent KGs operating WD and HD classes are tabulated below:

	Monthly salary of principals in local private independents KGs		
	KGs operating HD classes only ($)	KGs operating WD classes only ($)	KGs operating both HD and WD classes ($)
Average salary	55,739	46,200	48,609
Median salary	46,000	46,200	42,325
Highest salary	141,985	46,200	108,725
Lowest salary	29,500	46,200	20,800

(v) As private independent KGs have greater flexibility in the number and rank of teachers and senior teachers they hired and the actual arrangements may vary among KGs, it is inappropriate to provide the median salary of senior teachers by rank.

5. (i) The ranks of principal under the Scheme are for KGs' reference only and the actual arrangements may vary among KGs. We do not collect information on the ranks of principals. In the 2017/18 school year, the average, median, highest and lowest salaries of principals in KGs under the Scheme (including FACs) are tabulated below:

	Monthly salary of principals in KGs under the Scheme		
	KGs operating HD classes only ($)	KGs operating WD classes only ($)	KGs operating both HD and WD classes ($)
Average salary	47,329	44,974	45,820
Median salary	47,240	44,881	45,120
Highest salary	61,170	62,225	126,000
Lowest salary	26,875	26,700	16,000

Among KGs operating WD classes in the above table, the average, median, highest and lowest monthly salaries of principals in FACs are tabulated below:

	Monthly salary of principals in FACs ($)
Average salary	44,949
Median salary	45,056
Highest salary	62,225
Lowest salary	26,700

(ii) In the 2018/19 school year, the average, median, highest and lowest salaries of principals in KGs under the Scheme (including FACs) are tabulated below:

	Monthly salary of principals in KGs under the Scheme		
	KGs operating HD classes only ($)	KGs operating WD classes only ($)	KGs operating both HD and WD classes ($)
Average salary	50,262	48,736	49,118
Median salary	50,825	48,540	48,154
Highest salary	64,705	66,945	138,600
Lowest salary	22,600	21,680	35,100

Among KGs operating WD classes in the above table, the average, median, highest and lowest monthly salaries of principals in FACs are tabulated below:

	Monthly salary of principals in FACs ($)
Average salary	48,755
Median salary	48,540
Highest salary	66,945
Lowest salary	40,000

Notes:

(1) Information provided in this reply is based on the survey on KG teachers/child care staff conducted by the Education Bureau in September of the respective school year. Figures for the 2018/19 school year are provisional. We are following up the cases in which teachers' salary offered by KGs under the Scheme does not fall within the stipulated salary range.

(2) FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3978)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide, in tabular form, the following information for the 2014/15 to 2018/19 school years:

1. The number of serving qualified kindergarten (KG) teachers, and among such teachers, the number of those who serve as principals and those who take up teaching posts; and the respective number of teachers serving at KGs offering whole-day, half-day and both half-day and whole-day services;

2. The number of teachers serving at KGs that are joining the Pre-primary Education Voucher Scheme (PEVS)/Free Quality Kindergarten Education Scheme (KG Scheme), and the number of teachers serving at KGs that are not joining the PEVS/KG Scheme;

3. The number of KG teachers holding a certificate in early childhood education and their percentage share; and the number of KG teachers pursuing certificate programmes in early childhood education and their percentage share;

4. The number of KG teachers holding a bachelor's degree in early childhood education and their percentage share; and the number of KG teachers pursuing a bachelor's degree programme in early childhood education and their percentage share;

5. The number of KG principals holding a bachelor's degree in early childhood education and their percentage share; the number of KG principals pursuing a bachelor's degree programme in early childhood education and their percentage share; and among such principals, the number of those serving at KGs that are joining the PEVS/KG Scheme and those serving at KGs that are not joining the PEVS/KG Scheme;

6. The number of teachers holding a certificate, bachelor's degree or master's degree in early childhood education each year and the year-on-year growth rate; and

7. The number of drop-out teachers in whole-day and half-day KGs and their percentage share; the age distribution and length of teaching service of drop-out teachers; and among such drop-out teachers, the respective number of those holding a certificate, diploma, bachelor's degree or master's degree in early childhood education and their percentage share against the total number of drop-out teachers.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 65)

Reply:

1. From the 2014/15 to 2018/19 school years, the number of qualified teachers serving at local kindergartens (KGs), and among such teachers, the number of those serving as principals and those taking up teaching posts are tabulated below:

School year	Number of principals (a)	Number of qualified KG teachers (b)	Total Number of qualified KG teachers (a)+(b)
2014/15	868	10 727	11 595
2015/16	873	11 095	11 968
2016/17	881	11 445	12 326
2017/18	871	11 671	12 542
2018/19	866	11 665	12 531

From the 2014/15 to 2018/19 school years, the number of qualified teachers serving at local KGs operating whole-day (WD), half-day (HD) and both HD and WD classes is tabulated below:

School year	Number of qualified KG teachers		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2014/15	2 290	3 319	5 986
2015/16	2 396	3 598	5 974
2016/17	2 506	3 743	6 077
2017/18	2 761	3 778	6 003
2018/19	2 857	3 797	5 877

2. The number of qualified teachers serving at local KGs joining and not joining the Pre-primary Education Voucher Scheme (PEVS) from the 2014/15 to 2016/17 school years/the new KG education scheme (KG Scheme) from the 2017/18 to 2018/19 school years is tabulated below:

School year	Number of qualified KG teachers	
	KGs under PEVS/KG Scheme	KGs not under PEVS/KG Scheme
2014/15	9 546	2 049
2015/16	9 970	1 998
2016/17	10 417	1 909
2017/18	10 673	1 869
2018/19	10 717	1 814

3. From the 2014/15 to 2018/19 school years, the number of teachers serving at local KGs and holding a certificate in early childhood education and their percentage share are tabulated below:

School year	Number of teachers serving at local KGs and holding a certificate in early childhood education (%) (Note)
2014/15	10 923 (90.4%)
2015/16	11 377 (91.2%)
2016/17	11 819 (92.7%)
2017/18	12 108 (93.9%)
2018/19	12 159 (94.4%)

(Note: Figures include teachers concurrently holding a bachelor's degree in early childhood education.)

From the 2014/15 to 2018/19 school years, the number of teachers serving at local KGs and pursuing a certificate programme in early childhood education and their percentage share are tabulated below:

School year	Number of serving KG teachers pursuing certificate programmes in early childhood education (%)
2014/15	988 (8.2%)
2015/16	643 (5.2%)
2016/17	583 (4.6%)
2017/18	498 (3.9%)
2018/19	570 (4.4%)

4. From the 2014/15 to 2018/19 school years, the number of teachers serving at local KGs and holding a bachelor's degree in early childhood education and their percentage share are tabulated below:

School year	Number of teachers serving at local KGs and holding a bachelor's degree in early childhood education (%) (Note)
2014/15	4 380 (36.2%)
2015/16	4 947 (39.6%)
2016/17	5 480 (43.0%)
2017/18	6 119 (47.5%)
2018/19	6 563 (50.9%)

(Note: Figures include teachers concurrently holding a certificate in early childhood education.)

From the 2014/15 to 2018/19 school years, the number of teachers serving at local KGs and pursuing a bachelor's degree programme in early childhood education and their percentage share are tabulated below:

School year	Number of serving KG teachers pursuing a bachelor's degree programme in early childhood education (%)
2014/15	2 032 (16.8%)
2015/16	2 038 (16.3%)
2016/17	1 812 (14.2%)
2017/18	1 261 (9.8%)
2018/19	1 048 (8.1%)

5. Among the principals serving at local KGs joining and not joining the PEVS from the 2014/15 to 2016/17 school years/KG Scheme from the 2017/18 to 2018/19 school years, the number of those holding a bachelor's degree in early childhood education/pursuing a bachelor's degree programme in early childhood education and their percentage share are tabulated below:

School year	Number of serving KG principals holding a bachelor's degree in early childhood education (%)			Number of serving KG principals pursuing a bachelor's degree programme in early childhood education (%)			Total (%)
	KGs under PEVS/ KG Scheme	KGs not under PEVS/ KG Scheme	Total	KGs under PEVS/ KG Scheme	KGs not under PEVS/ KG Scheme	Total	
2014/15	611 (84.2%)	88 (60.3%)	699 (80.2%)	7 (1.0%)	9 (6.2%)	16 (1.8%)	715 (82.0%)
2015/16	628 (85.3%)	90 (65.2%)	718 (82.2%)	7 (1.0%)	1 (0.7%)	8 (0.9%)	726 (83.1%)

School year	Number of serving KG principals holding a bachelor's degree in early childhood education (%)			Number of serving KG principals pursuing a bachelor's degree programme in early childhood education (%)			Total (%)
	KGs under PEVS/ KG Scheme	KGs not under PEVS/ KG Scheme	Total	KGs under PEVS/ KG Scheme	KGs not under PEVS/ KG Scheme	Total	
2016/17	642 (85.9%)	86 (64.2%)	728 (82.6%)	4 (0.5%)	1 (0.7%)	5 (0.6%)	733 (83.2%)
2017/18	648 (87.3%)	89 (69.0%)	737 (84.6%)	2 (0.3%)	1 (0.8%)	3 (0.3%)	740 (85.0%)
2018/19	661 (88.7%)	84 (68.3%)	745 (85.8%)	2 (0.3%)	0 (0.0%)	2 (0.2%)	747 (86.1%)

6. From the 2014/15 to 2018/19 school years, the number of teachers serving at local KGs and holding a certificate in early childhood education and a bachelor's degree in early childhood education and their year-on-year growth rate are tabulated below. We do not collect information on the qualification of master's degree in early childhood education.

School year	Number of serving KG teachers (year-on-year growth rate during a specified period*)	
	Certificate in early childhood education holder	Bachelor's degree in early childhood education holder
2014/15	6 543 (3.7%)	4 380 (13.5%)
2015/16	6 430 (-1.7%)	4 947 (12.9%)
2016/17	6 339 (-1.4%)	5 480 (10.8%)
2017/18	5 989 (-2.7%)	6 119 (14.2%)
2018/19	5 596 (-6.6%)	6 563 (7.3%)

* Year-on-year growth rate is the increase, in percentage terms, in the number of KG teachers holding a certificate in early childhood education/a bachelor's degree in early childhood education or equivalent as compared with that of the preceding school year.

7. From the 2014/15 to 2018/19 school years, the number and percentage of wastage# among teachers in local KGs operating WD, HD and both HD and WD classes; the age distribution and average length of teaching service of such teachers; and the number and percentage of those holding a certificate in early childhood education and a bachelor's degree in early childhood education are tabulated below. We do not collect information on the qualification of master's degree in early childhood education.

(i) Number and percentage of wastage among teachers in local KGs operating WD, HD and both HD and WD classes

School year	Number of drop-out teachers (%) in local KGs		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2014/15	161 (7.3%)	280 (8.6%)	627 (10.2%)
2015/16	157 (6.8%)	328 (9.2%)	554 (8.9%)
2016/17	232 (9.6%)	416 (10.8%)	663 (10.7%)
2017/18	203 (8.8%)	428 (10.9%)	674 (10.9%)
2018/19	329 (11.9%)	480 (12.1%)	776 (12.6%)

(ii) Age distribution of drop-out teachers in local KGs

2014/15 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
Number of drop-out teachers	359	330	204	146	29	1 068

2015/16 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
Number of drop-out teachers	388	298	179	140	34	1 039

2016/17 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
Number of drop-out teachers	480	362	250	170	49	1 311

2017/18 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
Number of drop-out teachers	447	332	245	212	69	1 305

2018/19 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
Number of drop-out teachers	635	398	265	210	77	1 585

(iii) Average length of service in years of drop-out teachers in local KGs

School year	Average length of service in years
2014/15	12.0
2015/16	11.0
2016/17	11.6
2017/18	12.5
2018/19	11.4

(iv) Number and percentage of drop-out teachers in local KGs holding a certificate in early childhood education and a bachelor's degree in early childhood education

School year	Certificate in early childhood education holder	Bachelor's degree in early childhood education holder
2014/15	464 (43.4%)	225 (21.1%)
2015/16	508 (48.9%)	251 (24.2%)
2016/17	599 (45.7%)	368 (28.1%)
2017/18	629 (48.2%)	383 (29.3%)
2018/19	737 (46.5%)	562 (35.5%)

"Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers in local KGs as at mid-September of the preceding school year. "Drop-out teacher" refers to the teacher who had served in a local KG as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned.

Note: Information provided in this reply is based on the survey on KG teachers/child care staff conducted by the Education Bureau in September of the respective school years. Figures for the 2018/19 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3979)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide in the tables below the information on students and teachers in different types of kindergartens (KGs) from the 2014/15 to 2018/19 school years.

1. Number of students in different types of KGs from the 2014/15 to 2018/19 school years

	KGs operating half-day classes	KGs operating whole-day classes	KGs operating long whole-day classes
Total number			
Median number			
Highest number			
Lowest number			

2. Different types of KGs from the 2014/15 to 2018/19 school years

Average teacher-to-pupil ratio	Whole-day session	Half-day session	Half-day and whole-day session	Long whole-day session
Under 1:11				
1:11				
1:12 - 1:14				
1:15				
Over 1:15				

3. Highest, lowest and median salaries of KG teachers in different types of KGs from the 2014/15 to 2018/19 school years

	KGs operating half-day classes only	KGs operating both whole-day and half-day classes	KGs operating whole-day classes only	KGs operating long whole-day classes
Highest salary				
Median salary				
Lowest salary				

4. The average and median teacher-to-pupil ratios of KGs operating whole-day classes and long whole-day classes, and the average and median teacher-to-pupil ratios of morning and afternoon sessions of KGs operating half-day classes from the 2014/15 to 2018/19 school years.

5. Highest, lowest and median salaries of KG principals in different types of KGs from the 2014/15 to 2018/19 school years

	KGs operating half-day classes only	KGs operating both whole-day and half-day classes	KGs operating long whole-day classes
Highest salary			
Median salary			
Lowest salary			

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 66)

Reply:

From the 2014/15 to 2018/19 school years, the total, median, highest and lowest numbers of students in local kindergartens (KGs) (including KGs under the kindergarten education scheme (Scheme), non-profit-making KGs not joining the Scheme and private independent KGs not eligible for the Scheme) operating half-day, whole-day and long whole-day classes; the number of KGs with various teacher-to-pupil ratios; the highest, lowest and median salaries of their teachers; the median and average teacher-to-pupil ratios; and the highest, lowest and median salaries of principals are tabulated at Appendices 1 to 5 respectively.

Total, median, highest and lowest numbers of students in local kindergartens (KGs) by KGs operating half-day (HD), whole-day (WD) and long whole-day classes from the 2014/15 to 2018/19 school years

2014/15 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	60 241	1 779	82 720	22 015
Median number of students	259	100	188	88
Highest number of students	1 449	252	1 276	172
Lowest number of students	5	25	17	19

2015/16 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	64 088	1 744	83 497	22 606
Median number of students	270	104	197	90
Highest number of students	1 445	252	1 210	175
Lowest number of students	5	25	20	18

2016/17 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	65 600	1 626	80 408	22 776
Median number of students	263	108	195	90
Highest number of students	1 445	256	1 218	191
Lowest number of students	8	25	21	20

2017/18 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	65 020	1 653	77 149	23 210
Median number of students	257	89	179	92
Highest number of students	1 444	268	1 158	191
Lowest number of students	5	13	21	24

2018/19 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	63 143	1 830	72 180	22 742
Median number of students	251	92	160	90
Highest number of students	1 439	271	1 109	208
Lowest number of students	5	4	13	30

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. FACs refer to former aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

Appendix 2

No. of local Kindergartens (KGs)
operating half-day (HD), whole-day (WD) and long whole-day classes
by different teacher-to-pupil (TP) ratios
from the 2014/15 to 2018/19 school years

School Year	TP ratio (Note 1) (Note 2)	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 3)
2014/15	Under 1:11	109	6	194	113
	1:11 to under 1:12	28	1	70	48
	1:12 to under 1:13	21	4	61	46
	1:13 to under 1:14	10	1	36	20
	1:14 to 1:15	12	3	15	12
	Over 1:15	16	2	19	7
2015/16	Under 1:11	132	6	206	130
	1:11 to under 1:12	28	3	70	45
	1:12 to under 1:13	26	4	48	36
	1:13 to under 1:14	5	0	28	15
	1:14 to 1:15	12	0	8	10
	Over 1:15	8	3	20	10
2016/17	Under 1:11	148	8	243	166
	1:11 to under 1:12	33	5	68	37
	1:12 to under 1:13	12	2	36	29
	1:13 to under 1:14	12	0	17	7
	1:14 to 1:15	5	0	7	3
	Over 1:15	8	0	10	4
2017/18 (Note 4)	Under 1:11	166	11	292	189
	1:11 to under 1:12	25	1	51	33
	1:12 to under 1:13	6	3	17	14
	1:13 to under 1:14	7	0	14	6
	1:14 to 1:15	5	0	5	3
	Over 1:15	10	1	5	1
2018/19 (Note 4)	Under 1:11	176	11	323	202
	1:11 to under 1:12	15	3	32	28
	1:12 to under 1:13	5	1	11	10
	1:13 to under 1:14	4	1	8	2
	1:14 to 1:15	4	0	9	3
	Over 1:15	8	2	8	1

Notes:

1. Information provided in this reply is based on a questionnaire survey on KG teachers/child-care staff conducted by the Education Bureau in September of the respective school years. Figures for the 2018/19 school year are provisional.
2. Figures only include teachers with Certificate in Early Childhood Education or above qualifications, but do not include principals.
3. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.
4. Under the new KG education policy implemented in the 2017/18 school year, KGs joining the Scheme are required to employ teachers to meet the overall TP ratio of 1:11. However, as a transitional arrangement in the early years of implementation of the new policy, for teachers between the TP ratios of 1:15 and 1:11, flexibility is allowed for KGs to employ experienced qualified KG teachers already serving in the sector, non-Early Childhood Education (ECE) degree holders, or teachers employed for creating a rich language environment in KGs, etc. (all of the above teachers must be a registered teacher or permitted teacher). We will review the arrangement in the 2019/20 school year to determine whether the flexibility should be granted for a further period. As for individual KGs not complying with the relevant requirements, we have requested the KGs concerned to rectify the situation. The adjustment is not fully reflected in the questionnaire survey mentioned in Note (1).

Appendix 3

Highest, lowest and median salaries of teachers in local kindergartens (KGs)
by KGs operating half-day (HD), whole-day (WD) and long whole-day classes
from the 2014/15 to 2018/19 school years

2014/15 School Year

	Monthly salary of teachers in local KGs (excluding principals) (Note 1) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest salary	77,953	44,842	89,094	34,315
Median salary	19,675	21,616	17,500	20,905
Lowest salary	8,000	11,700	8,925	10,400

2015/16 School Year

	Monthly salary of teachers in local KGs (excluding principals) (Note 1) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest salary	81,237	39,390	90,738	37,590
Median salary	21,147	24,323	18,500	21,890
Lowest salary	8,000	10,523	8,000	8,570

2016/17 School Year

	Monthly salary of teachers in local KGs (excluding principals) (Note 1) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest salary	85,707	41,971	99,881	41,318
Median salary	22,560	26,200	20,000	22,560
Lowest salary	8,900	13,600	8,465	10,766

2017/18 School Year

	Monthly salary of teachers in local KGs (excluding principals) (Notes 1 and 3) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest salary	129,080	45,830	96,406	56,700
Median salary	24,692	27,237	22,560	23,970
Lowest salary	8,200	11,580	9,427	11,463

2018/19 School Year (Provisional)

	Monthly salary of teachers in local KGs (excluding principals) (Notes 1 and 3) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest salary	86,719	48,540	100,548	46,563
Median salary	26,100	27,340	24,270	25,790
Lowest salary	5,090	8,360	9,410	13,045

Notes:

1. Information provided in this reply is based on a questionnaire survey on KG teachers/child-care staff conducted by the Education Bureau in September of the respective school years.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.
3. The monthly salary of teachers in KGs joining the Scheme, in principle, should not be lower than $21,680 in the 2018/19 school year. However, as a transitional arrangement in the early years of implementation of the new policy, for teachers between the teacher-to-pupil ratios of 1:15 and 1:11, flexibility is allowed for KGs to employ experienced qualified KG teachers already serving in the sector, non-Early Childhood Education (ECE) degree holders, or teachers employed for creating a rich language environment in KGs, etc. (all of the above teachers must be a registered teacher or permitted teacher). The salary range under the Scheme is not applicable to these teachers as they do not possess Certificate in ECE (C(ECE)) or above qualifications. We will review the arrangement in the 2019/20 school year to determine whether the flexibility should be granted for a further period. As for individual full-time teachers with C(ECE) or above qualifications who receive a salary lower than the above-mentioned minimum threshold, we have requested the KGs to rectify the situation. The KGs will raise the salary of their full-time teachers to not lower than the minimum threshold of $21,680 per month. The adjustment is not fully reflected in the questionnaire survey mentioned in Note (1).

Median and average teacher-to-pupil (TP) ratios in local kindergartens (KGs)
by KGs operating half-day (HD), whole-day (WD) and long whole-day classes
from the 2014/15 to 2018/19 school years

2014/15 School Year

	TP ratio in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in morning (AM) session	1:11.9	1:13.3	1:13.0	1:11.3
Average ratio in afternoon (PM) session	1:10.6	1:12.6	1:9.3	1:11.2
Median ratio in AM session	1:11.2	1:12.1	1:12.7	1:11.1
Median ratio in PM session	1:10.3	1:12.1	1:9.0	1:11.1

2015/16 School Year

	TP ratio in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in AM session	1:11.3	1:12.4	1:12.9	1:11.1
Average ratio in PM session	1:9.6	1:12.6	1:9.2	1:11.0
Median ratio in AM session	1:11.1	1:11.2	1:12.4	1:10.8
Median ratio in PM session	1:9.8	1:11.7	1:9.0	1:10.7

2016/17 School Year

	TP ratio in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in AM session	1:11.0	1:10.2	1:12.2	1:10.3
Average ratio in PM session	1:9.4	1:10.2	1:8.7	1:10.3
Median ratio in AM session	1:10.8	1:10.8	1:11.9	1:10.1
Median ratio in PM session	1:9.6	1:10.8	1:8.7	1:10.1

2017/18 School Year

	TP ratio in local KGs (Notes 1 and 3)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in AM session	1:11.2	1:10.2	1:11.8	1:9.8
Average ratio in PM session	1:9.3	1:10.2	1:8.5	1:9.8
Median ratio in AM session	1:10.4	1:9.6	1:11.4	1:9.6
Median ratio in PM session	1:9.4	1:9.6	1:8.5	1:9.6

2018/19 School Year (Provisional)

	TP ratio in local KGs (Notes 1 and 3)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in AM session	1:10.4	1:10.4	1:11.5	1:9.4
Average ratio in PM session	1:8.6	1:10.5	1:8.3	1:9.5
Median ratio in AM session	1:10.1	1:10.5	1:11.1	1:9.2
Median ratio in PM session	1:8.7	1:10.5	1:8.3	1:9.2

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.
3. Under the Scheme, KGs are required to employ teachers to meet the required overall TP ratio of 1:11, which is calculated based on the total number of students in all class levels in mid-September. Schools may flexibly deploy teachers to work in different sessions.

Appendix 5

Highest, lowest and median salaries of principals in local kindergartens (KGs) by KGs operating half-day (HD), whole-day (WD) and long whole-day classes from the 2015/16 to 2018/19 school years (Note 1)

2015/16 School Year

	Monthly salary of principals in local KGs (Note 2) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 3)
Highest salary	75,000	51,805	101,620	56,820
Median salary	39,370	37,590	36,526	37,590
Lowest salary	19,330	30,000	12,760	23,285

2016/17 School Year

	Monthly salary of principals in local KGs (Note 2) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 3)
Highest salary	71,207	50,000	115,000	65,150
Median salary	41,215	41,248	39,350	39,350
Lowest salary	17,383	35,500	11,600	28,040

2017/18 School Year

	Monthly salary of principals in local KGs (Note 2) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 3)
Highest salary	78,328	110,000	126,000	62,225
Median salary	47,095	44,774	45,040	45,056
Lowest salary	26,000	35,000	16,000	26,700

2018/19 School Year (Provisional)

	Monthly salary of principals in local KGs (Note 2) ($)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 3)
Highest salary	141,985	63,930	138,600	66,945
Median salary	50,825	46,820	48,000	48,540
Lowest salary	22,600	21,680	20,800	40,000

Notes:

1. As we have not collected the information regarding the salary of principals in the 2014/15 school year, the relevant information for this school year is not available.
2. Information provided in this reply is based on a questionnaire survey on KG teachers/child-care staff conducted by the Education Bureau in September of the respective school years.
3. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3980)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information regarding Pre-primary Education Voucher Scheme or Free Quality Kindergarten Education Scheme for the school years from 2014/15 to 2018/19:

(1) the respective amount of government subsidies and various expenditures on early childhood education (including fee remission, training and rental subsidy, etc.);

(2) the number kindergartens (KGs) operating whole-day service and the number of places provided by these KGs (please list by school district and provide the total);

(3) the number of KGs operating long whole-day service, the number of places provided by these KGs and the number of these KGs providing Extended Hours Service (please list by school district and provide the total);

(4) the number of KGs operating half-day service and the number of places provided by these KGs (please list by school district and provide the total);

(5) the number of KGs operating both whole-day and half-day services and the number of places provided by these KGs (please list by school district and provide the total);

(6) the number of places provided by KGs operating whole-day, half-day and long whole-day services and the rate of increase/decrease between 2017/18 and 2018/19 school years (please list by school district and provide the total);

(7) the number of KGs receiving subsidies that have reduced the number of whole-day places in the 2018/19 school year, and if any, the reasons for reduction (please give details under the categories of whole-day KGs, mixed (half-day and whole-day) KGs and long whole-day KGs); and

(8) the ratio of the places provided by half-day, whole-day and long whole-day KGs that have joined the Free Quality Kindergarten Education Scheme in the 2017/18 and 2018/19 school years (please provide the overall ratio and list by school district); whether the Administration has any specific plan to improve the ratio governing the provision of whole-day and half-day KG places as set out in the Hong Kong Planning Standards and Guidelines.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 68)

Reply:

(1) The breakdown of expenditures on pre-primary education from 2014-15 to 2018-19 is tabulated in Appendix 1.

(2) From the 2014/15 to 2018/19 school years, the number of whole-day (WD) kindergartens (KGs) (excluding former aided child care centres (FACs)) under the Pre-primary Education Voucher Scheme (PEVS)/the kindergarten education scheme (KG Scheme) with the number of school places (by District Council district) and the respective total of each year are tabulated in Appendix 2.

(3) From the 2014/15 to 2018/19 school years, the number of long whole-day (LWD) KGs under PEVS/KG Scheme with the number of school places, and the number of these KGs providing Extended Hours Service (EHS) (by District Council district) and the respective total of each year are tabulated in Appendix 3.

(4) From the 2014/15 to 2018/19 school years, the number of half-day (HD) KGs under PEVS/KG Scheme with the number of school places (by District Council district) and the respective total of each year are tabulated in Appendix 4.

(5) From the 2014/15 to 2018/19 school years, the number of KGs providing both WD/LWD and HD services under PEVS/KG Scheme with the number of school places (by District Council district) and the respective total of each year are tabulated in Appendix 5.

(6)&(8)

In the 2017/18 and 2018/19 school years, the number of school places provided by KGs offering HD, WD (excluding FACs) and LWD services, percentage share of these school places and the relevant rate of increase/decrease are tabulated in Appendix 6.

According to the Hong Kong Planning Standards and Guidelines (HKPSG), the need for setting up KGs is taken into account in housing estates and large-scale private development projects where space is allocated for such uses. Under the new KG Scheme which was launched in the 2017/18 school year, the Education Bureau has revised the relevant part of HKPSG. For every 1 000 children in the age group of 3 to under 6, the planning standards for provision of KG places have been revised from 730 HD and 250 WD places to 500 HD and 500 WD places respectively.

(7) In the 2018/19 school year, a total of 153 KGs joining the KG Scheme reduced the number of WD/LWD places. Among these KGs, the respective numbers of those offering WD/LWD services only and offering both HD and WD/LWD services were 112 and 41. KGs in Hong Kong operate in a flexible manner. Some KGs increase/reduce their provision of WD places mainly to flexibly cater for parents' needs. We have not conducted any separate analysis on the provision of the relevant school places by KGs.

Breakdown of expenditures on pre-primary education from 2014-15 to 2018-19

	2014-15	2015-16	2016-17	2017-18	2018-19
	($ million) (Actual)	($ million) (Actual)	($ million) (Actual)	($ million) (Actual)	($ million) (Revised Estimate)
PEVS (Note 1)	2,535.7	2,957.2	3,194.0	1,126.9	21.1
KG Scheme (Note 2)	N.A.	N.A.	210.8	3,903.5	6,041.2
The Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)	539.9	529	592.5	378.9	276.7
Refund of rent, rates and government rent (Note 3)	238	256.3	276.0	128.8	7.4
Principal and teacher training (Note 4)	3.7	1.5	1.7	2.7	4.6

Note 1: The expenditures in 2017-18 reflect the expenditure on PEVS before the implementation of the KG Scheme (i.e. from April 2017 to August 2017), and the expenditures under the transitional arrangements for the 7 and 6 KGs joining PEVS in the 2016/17 school year but not joining the KG Scheme in the 2017/18 and 2018/19 school years respectively. Eligible students studying in these KGs who remain in the eligible classes under PEVS will continue to receive the voucher subsidy under PEVS until they leave the KGs concerned.

Note 2: The expenditures in 2016-17 and 2017-18 reflect the expenditure for the first 8 months after the implementation of the KG Scheme in the 2017/18 school year (i.e. from August 2017 to March 2018), and the one-off start-up grant provided in 2016-17 and 2017-18 for Scheme-KGs. The expenditure in 2018-19 is the expenditure on the Scheme for the whole year.

Note 3: The expenditures in 2014-15 to 2017-18 reflect the expenditure on the rent reimbursed to non-profit-making (NPM) KGs under the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2017/18 school year before the KG Scheme was implemented (i.e. from April to August 2017). Starting from the 2017/18 school year, expenditure on rental subsidy and reimbursement of rates and government rent for Scheme-KGs are subsumed under the overall expenditure of the KG Scheme. NPM KGs not joining the KG Scheme can continue to be reimbursed for rates and government rent.

Note 4: Since 2017/18 is the first school year after the introduction of KG Scheme, KGs need time to adapt to the new Scheme. Therefore, relevant training programmes were rolled out in the latter part of the school year. Part of the expenditure cannot be fully reflected in 2017-18.

Appendix 2

Number of WD KGs under PEVS/KG Scheme (excluding FACs) with number of school places (by District Council district) and the respective total of each year from the 2014/15 to 2018/19 school years

District	2014/15		2015/16		2016/17		2017/18		2018/19	
	No. of KGs with WD Classes (excluding FACs) (Note 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Note 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Note 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Note 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Note 1&3)	No. of School Places (Notes 1&2)
Central & Western	8	439	8	439	8	451	7	414	7	409
Wan Chai	4	322	4	322	4	307	4	324	4	319
Eastern	33	1 737	33	1 784	34	1 819	30	1 719	31	1 932
Southern	9	500	9	487	8	477	8	494	10	567
Sham Shui Po	21	1 306	21	1 356	20	1 344	21	1 440	21	1 425
Yau Tsim Mong	6	252	6	252	5	314	4	391	4	394
Kowloon City	15	1 339	14	1 336	14	1 359	15	1 295	16	1 236
Wong Tai Sin	24	1 718	23	1 735	23	1 769	23	1 846	23	1 867
Kwun Tong	32	2 088	32	2 215	32	2 241	31	2 384	34	2 613
Tsuen Wan	11	704	11	724	11	749	10	751	11	807
Tuen Mun	33	2 417	32	2 368	35	2 445	34	2 569	34	2 599
Yuen Long	34	2 208	33	2 006	35	2 062	34	2 435	34	2 666
North	20	928	18	815	19	888	26	1 466	27	1 841
Tai Po	15	1 106	14	1 008	14	974	13	959	13	1 003
Sha Tin	27	1 752	24	1 647	24	1 636	27	1 768	28	1 863
Sai Kung	24	1 724	24	1 718	24	1 738	24	1 752	23	1 730
Islands	14	862	14	897	14	888	14	897	14	902
Kwai Tsing	31	1 796	31	1 827	29	1 901	29	1 992	30	2 118
All Districts	**361**	**23 198**	**351**	**22 936**	**353**	**23 362**	**354**	**24 896**	**364**	**26 291**

Note 1: Position as at September of the respective school year.
Note 2: Accommodation in vacant classrooms not counted.
Note 3: FACs refer to former aided child care centres operated under the Social Welfare Department (SWD) before the harmonisation of pre-primary services. They usually operate longer service hours.

Number of LWD KGs under PEVS/KG Scheme with number of school places, number of these KGs providing EHS (by District Council district) and the respective total of each year from the 2014/15 to 2018/19 school years

District	2014/15			2015/16			2016/17			2017/18			2018/19		
	No. of KGs with LWD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with LWD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with LWD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with LWD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with LWD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)
Central & Western	9	809	4	9	818	5	9	828	5	9	852	5	9	842	5
Wan Chai	6	523	3	6	535	4	6	557	4	6	565	4	6	576	4
Eastern	17	1 325	9	17	1 409	12	17	1 435	12	17	1 456	12	17	1 450	12
Southern	8	695	4	8	713	5	8	741	5	8	757	5	8	748	5
Sham Shui Po	13	1 372	7	13	1 397	11	13	1 449	11	13	1 477	11	13	1 476	11
Yau Tsim Mong	14	1 411	5	14	1 420	8	14	1 412	8	14	1 439	8	14	1 432	8
Kowloon City	15	1 424	5	15	1 477	10	15	1 485	11	15	1 604	11	15	1 578	11
Wong Tai Sin	17	1 525	6	17	1 577	12	17	1 596	12	17	1 642	12	17	1 632	12
Kwun Tong	24	2 282	10	24	2 388	17	24	2 311	17	24	2 394	17	24	2 422	17
Tsuen Wan	10	1 060	4	10	1 082	6	10	1 093	7	10	1 132	7	10	1 122	7
Tuen Mun	19	1 553	5	19	1 578	12	19	1 602	13	19	1 604	13	19	1 584	13
Yuen Long	18	1 793	5	18	1 807	11	18	1 824	11	18	1 844	11	18	1 832	10
North	10	968	4	10	963	4	10	957	4	10	973	4	10	953	4
Tai Po	9	836	6	9	875	7	9	870	7	9	893	7	9	889	7
Sha Tin	20	1 841	7	20	1 948	8	20	1 956	8	20	2 012	8	20	1 989	8
Sai Kung	13	1 048	4	13	1 086	6	13	1 103	7	13	1 127	7	13	1 111	7
Islands	5	407	1	5	424	1	5	442	1	5	434	1	5	428	1
Kwai Tsing	19	1 658	8	19	1 731	12	19	1 725	12	19	1 795	12	19	1 801	12
All Districts	**246**	**22 530**	**97**	**246**	**23 228**	**151**	**246**	**23 386**	**155**	**246**	**24 000**	**155**	**246**	**23 865**	**154**

Note 1: Position as at September of the respective school year.
Note 2: Accommodation in vacant classrooms not counted.
Note 3: Information provided by Social Welfare Department (SWD). Figures refer to the number of KGs in receipt of subvention from SWD to provide EHS.

Number of HD KGs under PEVS/KG Scheme with number of school places
(by District Council district) and the respective total of each year
from the 2014/15 to 2018/19 school years

District	2014/15		2015/16		2016/17		2017/18		2018/19	
	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)
Central & Western	14	3 830	16	4 120	16	4 288	15	3 922	15	3 894
Wan Chai	7	1 369	7	1 397	8	2 113	7	2 225	7	2 236
Eastern	42	7 399	44	7 813	45	7 919	41	6 316	42	5 716
Southern	10	1 648	11	1 820	11	1 885	11	1 784	12	1 652
Sham Shui Po	26	7 204	25	7 252	28	7 580	28	7 559	28	6 995
Yau Tsim Mong	14	3 213	15	3 652	14	3 831	13	3 348	13	3 162
Kowloon City	27	6 515	29	7 344	28	7 372	31	8 460	30	8 273
Wong Tai Sin	29	4 386	28	4 344	29	4 589	27	4 333	27	4 092
Kwun Tong	42	9 305	40	8 952	44	9 163	45	9 184	46	9 012
Tsuen Wan	21	4 218	22	4 509	23	4 975	24	5 308	23	5 100
Tuen Mun	39	8 887	40	9 071	42	9 046	41	8 467	41	7 904
Yuen Long	49	12 406	52	13 374	52	13 326	52	12 663	52	11 810
North	30	9 578	29	9 587	31	9 550	33	8 457	33	7 043
Tai Po	18	3 215	16	3 609	17	3 710	15	3 564	15	3 450
Sha Tin	36	8 520	36	8 945	36	9 113	38	9 512	39	9 197
Sai Kung	30	4 427	30	4 696	30	4 786	29	4 886	29	4 870
Islands	19	1 946	19	1 914	20	1 915	19	1 804	18	1 844
Kwai Tsing	41	7 579	41	7 732	41	7 511	41	7 290	41	6 907
All Districts	**494**	**105 645**	**500**	**110 131**	**515**	**112 672**	**510**	**109 082**	**511**	**103 157**

Note 1: Position as at September of the respective school year.
Note 2: Accommodation in vacant classrooms not counted.

Number of KGs providing both WD/LWD and HD services under PEVS/KG Scheme
with number of school places (by District Council district) and the respective total of each year
from the 2014/15 to 2018/19 school years

District	2014/15		2015/16		2016/17		2017/18		2018/19	
	No. of KGs with Both WD/LWD & HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both WD/LWD & HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both WD/LWD & HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both WD/LWD & HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both WD/LWD & HD Classes (Note 1)	No. of School Places (Notes 1&2)
Central & Western	8	1 761	8	1 653	8	1 677	7	1 364	7	1 361
Wan Chai	4	1 034	4	1 041	4	962	3	894	3	905
Eastern	35	7 068	35	7 199	37	7 406	32	5 544	34	5 408
Southern	10	2 192	10	2 218	9	1 915	9	1 843	11	2 124
Sham Shui Po	21	5 581	20	5 632	19	5 527	20	5 644	20	5 556
Yau Tsim Mong	6	1 543	6	1 640	5	1 881	4	1 427	4	1 276
Kowloon City	17	3 682	16	3 796	15	3 656	17	3 836	16	3 610
Wong Tai Sin	25	4 607	24	4 558	24	4 553	22	4 203	22	4 080
Kwun Tong	30	7 706	30	7 979	31	7 743	30	7 199	32	7 074
Tsuen Wan	12	2 412	12	2 118	12	2 178	11	1 897	11	1 991
Tuen Mun	34	8 945	33	8 459	36	8 847	35	8 358	35	7 816
Yuen Long	35	9 756	34	9 506	36	9 922	34	8 722	34	8 097
North	20	6 818	18	6 232	19	6 028	26	7 055	27	6 308
Tai Po	17	3 944	14	3 649	15	3 795	13	3 537	13	3 467
Sha Tin	27	6 291	25	5 935	25	6 065	27	6 505	28	6 380
Sai Kung	26	4 765	26	5 024	26	5 057	25	5 084	24	4 756
Islands	16	2 598	16	2 616	16	2 594	15	2 360	14	2 395
Kwai Tsing	34	7 144	34	7 328	32	6 443	32	6 297	33	6 361
All Districts	**377**	**87 847**	**365**	**86 583**	**369**	**86 249**	**362**	**81 769**	**368**	**78 965**

Note 1: Position as at September of the respective school year.
Note 2: Accommodation in vacant classrooms not counted.

Number of school places provided by KGs offering HD, WD and LWD services, percentage share of these school places and the relevant rate of increase/decrease (by District Council district) in the 2017/18 and 2018/19 school years

District	2017/18			2018/19			Rate of increase/decrease		
	HD School Places (percentage share in the total number of school places)	WD School Places (percentage share in the total number of school places)	LWD School Places (percentage share in the total number of school places)	HD School Places (percentage share in the total number of school places)	WD School Places (percentage share in the total number of school places)	LWD School Places (percentage share in the total number of school places)	HD School Places	WD School Places	LWD School Places
Central & Western	3 922 (75.6%)	414 (8.0%)	852 (16.4%)	3 894 (75.7%)	409 (7.9%)	842 (16.4%)	-0.7%	-1.2%	-1.2%
Wan Chai	2 225 (71.5%)	324 (10.4%)	565 (18.1%)	2 236 (71.4%)	319 (10.2%)	576 (18.4%)	0.5%	-1.5%	1.9%
Eastern	6 316 (66.5%)	1 719 (18.1%)	1 456 (15.3%)	5 716 (62.8%)	1 932 (21.2%)	1 450 (15.9%)	-9.5%	12.4%	-0.4%
Southern	1 784 (58.8%)	494 (16.3%)	757 (24.9%)	1 652 (55.7%)	567 (19.1%)	748 (25.2%)	-7.4%	14.8%	-1.2%
Sham Shui Po	7 559 (72.2%)	1 440 (13.7%)	1 477 (14.1%)	6 995 (70.7%)	1 425 (14.4%)	1 476 (14.9%)	-7.5%	-1.0%	-0.1%
Yau Tsim Mong	3 348 (64.7%)	391 (7.6%)	1 439 (27.8%)	3 162 (63.4%)	394 (7.9%)	1 432 (28.7%)	-5.6%	0.8%	-0.5%
Kowloon City	8 460 (74.5%)	1 295 (11.4%)	1 604 (14.1%)	8 273 (74.6%)	1 236 (11.1%)	1 578 (14.2%)	-2.2%	-4.6%	-1.6%
Wong Tai Sin	4 333 (55.4%)	1 846 (23.6%)	1 642 (21.0%)	4 092 (53.9%)	1 867 (24.6%)	1 632 (21.5%)	-5.6%	1.1%	-0.6%
Kwun Tong	9 184 (65.8%)	2 384 (17.1%)	2 394 (17.1%)	9 012 (64.2%)	2 613 (18.6%)	2 422 (17.2%)	-1.9%	9.6%	1.2%
Tsuen Wan	5 308 (73.8%)	751 (10.4%)	1 132 (15.7%)	5 100 (72.6%)	807 (11.5%)	1 122 (16.0%)	-3.9%	7.5%	-0.9%
Tuen Mun	8 467 (67.0%)	2 569 (20.3%)	1 604 (12.7%)	7 904 (65.4%)	2 599 (21.5%)	1 584 (13.1%)	-6.6%	1.2%	-1.2%

District	2017/18			2018/19			Rate of increase/decrease		
	HD School Places (percentage share in the total number of school places)	WD School Places (percentage share in the total number of school places)	LWD School Places (percentage share in the total number of school places)	HD School Places (percentage share in the total number of school places)	WD School Places (percentage share in the total number of school places)	LWD School Places (percentage share in the total number of school places)	HD School Places	WD School Places	LWD School Places
Yuen Long	12 663 (74.7%)	2 435 (14.4%)	1 844 (10.9%)	11 810 (72.4%)	2 666 (16.3%)	1 832 (11.2%)	-6.7%	9.5%	-0.7%
North	8 457 (77.6%)	1 466 (13.5%)	973 (8.9%)	7 043 (71.6%)	1 841 (18.7%)	953 (9.7%)	-16.7%	25.6%	-2.1%
Tai Po	3 564 (65.8%)	959 (17.7%)	893 (16.5%)	3 450 (64.6%)	1 003 (18.8%)	889 (16.6%)	-3.2%	4.6%	-0.4%
Sha Tin	9 512 (71.6%)	1 768 (13.3%)	2 012 (15.1%)	9 197 (70.5%)	1 863 (14.3%)	1 989 (15.2%)	-3.3%	5.4%	-1.1%
Sai Kung	4 886 (62.9%)	1 752 (22.6%)	1 127 (14.5%)	4 870 (63.2%)	1 730 (22.4%)	1 111 (14.4%)	-0.3%	-1.3%	-1.4%
Islands	1 804 (57.5%)	897 (28.6%)	434 (13.8%)	1 844 (58.1%)	902 (28.4%)	428 (13.5%)	2.2%	0.6%	-1.4%
Kwai Tsing	7 290 (65.8%)	1 992 (18.0%)	1 795 (16.2%)	6 907 (63.8%)	2 118 (19.6%)	1 801 (16.6%)	-5.3%	6.3%	0.3%
All Districts	**109 082 (69.0%)**	**24 896 (15.8%)**	**24 000 (15.2%)**	**103 157 (67.3%)**	**26 291 (17.1%)**	**23 865 (15.6%)**	**-5.4%**	**5.6%**	**-0.6%**

Note 1: Position as at mid-September of the respective school year.
Note 2: Figures on school places exclude vacant classrooms and vacant child care centre portions.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3981)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2017/18 and 2018/19 school years:

1. the average salary, median salary, highest salary, lowest salary and salary rise of teachers in kindergartens (KGs) operating whole-day and half-day classes under the Free Quality Kindergarten Education Scheme;

2. the average salary, median salary, highest salary, lowest salary and salary rise of principals in KGs operating whole-day classes and KGs operating half-day classes under the Free Quality Kindergarten Education Scheme;

3. the average salary, median salary, highest salary, lowest salary and salary rise of teachers and principals in local private independent KGs and KGs operating whole-day and half-day classes; and

4. the median annual salary and annual salary rise of teachers in KGs operating whole-day classes under the Free Quality Kindergarten Education Scheme.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 67)

Reply:

1. From the 2017/18 to 2018/19 school years, the average salary rise of teachers in kindergartens (KGs) operating half-day (HD), whole-day (WD), and both HD and WD classes under the KG education scheme (Scheme) is 6.5%, 8.0% and 7.2% respectively. Their average salary, median salary, highest salary and lowest salary are tabulated below:

	Monthly salary of teachers in KGs under the Scheme					
	KGs operating HD classes only		KGs operating WD classes only		KGs operating both HD and WD classes	
	2017/18 school year ($)	2018/19 school year ($)	2017/18 school year ($)	2018/19 school year ($)	2017/18 school year ($)	2018/19 school year ($)
Average salary	26,162	27,862	25,801	27,860	24,307	26,062
Median salary	24,620	25,790	23,970	25,790	22,560	24,270
Highest salary	72,445	70,340	56,700	48,540	54,230	63,930
Lowest salary	10,500	10,840	11,463	8,360	9,427	9,410

2. From the 2017/18 to 2018/19 school years, the average salary rise of principals in KGs operating HD, WD, and both HD and WD classes under the Scheme is 6.2%, 8.4% and 7.2% respectively. Their average salary, median salary, highest salary and lowest salary are tabulated below:

	Monthly salary of principals in KGs under the Scheme					
	KGs operating HD classes only		KGs operating WD classes only		KGs operating both HD and WD classes	
	2017/18 school year ($)	2018/19 school year ($)	2017/18 school year ($)	2018/19 school year ($)	2017/18 school year ($)	2018/19 school year ($)
Average salary	47,329	50,262	44,974	48,736	45,820	49,118
Median salary	47,240	50,825	44,881	48,540	45,120	48,154
Highest salary	61,170	64,705	62,225	66,945	126,000	138,600
Lowest salary	26,875	22,600	26,700	21,680	16,000	35,100

3.(i) From the 2017/18 to 2018/19 school years, the average salary rise of teachers in local private independent KGs operating HD, WD, and both HD and WD classes is 6.7%, 5.4% and 2.7% respectively. Their average salary, median salary, highest salary and lowest salary are tabulated below:

	Monthly salary of teachers in local private independent KGs					
	KGs operating HD classes only		KGs operating WD classes only		KGs operating both HD and WD classes	
	2017/18 school year ($)	2018/19 school year ($)	2017/18 school year ($)	2018/19 school year ($)	2017/18 school year ($)	2018/19 school year ($)
Average salary	26,403	28,167	24,439	25,749	23,177	23,799
Median salary	24,760	26,700	23,270	25,060	20,000	21,000
Highest salary	129,080	86,719	37,570	40,420	82,572	88,744
Lowest salary	8,200	11,000	17,000	20,770	10,800	11,000

(ii) As local private independent KGs are small in number, providing the salary of KG principals under the categories of HD, WD and both HD and WD KGs will be misleading. It is more appropriate to give an overall picture of the situation in the territory. From the 2017/18 to 2018/19 school years, the average salary rise of principals in local private independent KGs is 8.6%. Their average salary, median salary, highest salary and lowest salary are tabulated below:

	Monthly salary of principals in local private independent KGs	
	2017/18 school year ($)	2018/19 school year ($)
Average salary	48,636	52,806
Median salary	43,000	42,650
Highest salary	110,000	141,985
Lowest salary	20,800	20,800

4. Same as other KG teachers, teachers serving in KGs operating WD classes under the Scheme are generally paid on a monthly basis. Their median salary and average salary rise are set out in paragraph 1 above. We have not separately collected the information on their annual salary.

Notes:

(1) The figures reflect the position as at mid-September of the respective school year. Information provided in this reply is based on the survey on KG teachers/child care staff conducted by the Education Bureau in September of the respective school year. Figures for the 2018/19 school year are provisional. We are following up the cases in which salaries offered by KGs under the Scheme do not fall within the salary ranges.

(2) The monthly salary of teachers in KGs joining the Scheme, in principle, should not be lower than $21,680 in the 2018/19 school year. However, as a transitional arrangement in the early years of implementation of the new policy, for teachers between the teacher-to-pupil ratios of 1:15 and 1:11, flexibility is allowed for KGs to employ experienced Qualified Kindergarten Teachers already serving in the sector, non-Early Childhood Education (ECE) degree-holders, teachers employed for creating a rich language environment in schools, etc. (all of the above teachers must be a registered teacher or permitted teacher). The salary range under the Scheme is not applicable to these teachers as they do not possess Certificate in ECE (C(ECE)) or above qualifications. We will review the arrangement in the 2019/20 school year to determine whether the flexibility should be granted for a further period. As for individual full-time teachers with C(ECE) or above qualifications who receive a salary lower than the above-mentioned minimum threshold, we have requested the KGs to rectify the situation. The KGs will raise the salary of their full-time teachers to not lower than the minimum threshold of $21,680 per month. The adjustment is not fully reflected in the questionnaire survey mentioned in Note (1).

(3) In respect of the salary of principals, starting from the 2009/10 school year, all newly-appointed KG principals must hold a degree in early childhood education (BEd(ECE)) or its equivalent, at least 1 year relevant post-qualification experience and complete a certificate course on principalship. In general, a person who was once appointed as a KG principal and has left the post for less than 3 months is not considered a newly-appointed principal when being re-appointed as a KG principal. The salary range of principals is not applicable to principals who do not possess the relevant qualifications.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3982)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2014/15 to 2018/19 school years:

(1) the respective number of whole-day, half-day and long whole-day kindergarten students receiving subsidy under the Pre-primary Education Voucher Scheme (PEVS) or the Free Quality Kindergarten Education Scheme (KG Scheme), and the respective number of whole-day, half-day and long whole-day kindergarten students under the PEVS/KG Scheme who still need to pay school fees in excess of the voucher value or subsidy received, their percentage share and the average extra amount of school fees paid;

(2) the respective number of half-day kindergarten students receiving subsidy under the PEVS or the KG Scheme who need to pay the extra amount of school fees and their percentage share, with a breakdown by the following: 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; $1,600 or above;

(3) the respective number of whole-day kindergarten students receiving subsidy under the PEVS or the KG Scheme who need to pay the extra amount of school fees and their percentage share, with a breakdown by the following: 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; $4,000 or above;

(4) the respective number of long whole-day kindergarten students receiving subsidy under the PEVS or the KG Scheme who need to pay the extra amount of school fees and their percentage share, with a breakdown by the following: 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; $4,000 or above; and

(5) the respective amount of subsidies allocated to the PEVS and the KG Scheme, and other expenditures on early childhood education (including the Kindergarten and Child Care Centre Fee Remission Scheme, training for principals and teachers, and subsidies on rent, rates and government rent) from the 2014/15 to 2018/19 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 69)

Reply:

(1), (2), (3) and (4)
The information requested in (1) to (4) above is tabulated at Appendix 1. Under the Pre-primary Education Voucher Scheme (PEVS), non-means-tested direct fee subsidy, in the form of voucher, is provided for parents with children studying in eligible kindergartens (KGs) to defray school fees. The kindergarten education scheme (KG Scheme) has been launched with effect from the 2017/18 school year. The policy objectives are to provide good quality and highly affordable KG education, and enhance the accessibility of students to different modes of services that suit their specific needs. Under PEVS and the KG Scheme, fee remission is provided for KG children from needy families under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS).

(5)
The breakdown of the expenditures on pre-primary education from 2014-15 to 2018-19 is tabulated at Appendix 2.

(1) The number of whole-day (WD), half-day (HD) and long whole-day (LWD) (Note 1) KG students under the PEVS from the 2014/15 to 2016/17 school years and the KG Scheme from the 2017/18 to 2018/19 school years is tabulated below:

	2014/15 school year			2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year (provisional)		
	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD
(i) Number of students under the PEVS/KG Scheme	90 427	22 003	20 870	95 548	22 134	21 518	95 781	22 484	21 648	91 044	23 823	23 074	84 391	24 907	22 637
(ii) Number of students who need to pay school fees on top of the subsidy	77 979	22 003	20 838	80 462	22 089	21 494	82 531	22 470	21 626	8 530	20 752	20 235	8 878	21 933	20 904
(iii) Number of students who need to pay school fees on top of full fee remission (Note 2)	71 977	31 112		73 886	32 311		75 379	32 856		8 119	31 122		8 563	33 687	
(iv) Percentage (%) of (iii) over (i)	79.6%	72.6%		77.3%	74.0%		78.7%	74.4%		8.9%	66.4%		10.1%	70.9%	
(v) Average annual school fees on top of the subsidy (Note 3)	$4,743	$17,380	$17,841	$4,875	$18,111	$19,270	$5,651	$20,075	$22,683	$3,000	$8,100	$11,100	$3,700	$8,700	$11,600

Notes:

(1) Referring to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

(2) Since the applicants for fee remission are not required to indicate whether they are enrolled in long whole-day classes, we do not have a breakdown of the number of whole-day and long whole-day students.

(3) The average annual school fees are calculated based on the number of student in item (ii) of the table.

(2) The number of HD KG students under the PEVS from the 2014/15 to 2016/17 school years and the KG Scheme from the 2017/18 to 2018/19 school years who need to pay school fees is tabulated below:

Range of annual school fees on top of the subsidy	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year (provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below $100	576	0.74	993	1.23	163	0.20	109	1.28	100	1.13
$100 – below $400	1 665	2.13	2 784	3.46	1 541	1.87	82	0.96	60	0.68
$400 – below $700	3 647	4.68	3 684	4.58	970	1.18	921	10.80	0	0
$700 – below $1,000	1 494	1.92	2 139	2.66	3 447	4.18	229	2.68	99	1.12
$1,000 – below $1,300	4 214	5.40	2 714	3.37	2 150	2.61	428	5.02	279	3.15
$1,300 – below $1,600	2 294	2.94	3 988	4.96	1 920	2.33	596	6.99	702	7.91
$1,600 or above	64 089	82.19	64 160	79.74	72 340	87.65	6 165	72.27	7 638	86.03

Notes:

1. The number of students shown above includes students granted fee remission.
2. The percentages shown above are calculated based on the number of students who still need to pay school fees in excess of the government subsidy received.

(3) The number of WD KG students under the PEVS from the 2014/15 to 2016/17 school years and the KG Scheme from the 2017/18 to 2018/19 school years who need to pay school fees is tabulated below:

Range of annual school fees on top of the subsidy	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year (provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below $500	0	0.00	0	0.00	0	0.00	230	1.11	196	0.89
$500 – below $1,000	0	0.00	0	0.00	133	0.59	245	1.18	32	0.15
$1,000 – below $2,000	3	0.01	120	0.54	28	0.12	1 282	6.18	839	3.83
$2,000 – below $3,000	0	0.00	65	0.29	0	0.00	1 197	5.77	1 488	6.78
$3,000 – below $4,000	122	0.55	21	0.10	8	0.04	1 547	7.45	1 172	5.34
$4,000 or above	21 878	99.43	21 883	99.07	22 301	99.25	16 251	78.31	18 206	83.01

Notes:

1. The number of students shown above includes students granted fee remission.
2. The percentages shown above are calculated based on the number of students who still need to pay school fees in excess of the government subsidy received.

(4) The number of LWD KG students under the PEVS from the 2014/15 to 2016/17 school years and the KG Scheme from the 2017/18 to 2018/19 school years who need to pay school fees is tabulated below:

Range of annual school fees on top of the subsidy	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year (provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below $500	0	0.00	0	0.00	0	0.00	0	0	0	0
$500 – below $1,000	0	0.00	0	0.00	0	0.00	136	0.67	185	0.88
$1,000 – below $2,000	29	0.14	20	0.09	3	0.01	258	1.28	357	1.71
$2,000 – below $3,000	85	0.41	60	0.28	0	0.00	246	1.22	67	0.32
$3,000 – below $4,000	112	0.54	147	0.68	114	0.53	705	3.48	688	3.29
$4,000 or above	20 612	98.92	21 267	98.94	21 509	99.46	18 890	93.35	19 607	93.80

Notes:

1. The number of students shown above includes students granted fee remission.
2. The percentages shown above are calculated based on the number of students who still need to pay school fees in excess of the government subsidy received.

The breakdown of expenditures on pre-primary education from 2014-15 to 2018-19 is as follows:

		2014-15	2015-16	2016-17	2017-18	2018-19
		($ million) (Actual)	($ million) (Actual)	($ million) (Actual)	($ million) (Actual)	($ million) (Revised Estimate)
(i)	PEVS (Note 1)	2,535.7	2,957.2	3,194.0	1,126.9	21.1
(ii)	KG Scheme (Note 2)	N.A.	N.A.	210.8	3,903.5	6,041.2
(iii)	KCFRS	539.9	529.0	592.5	378.9	276.7
(iv)	Refund of rent, rates and government rent (Note 3)	238	256.3	276.0	128.8	7.4
(v)	Principal and teacher training (Note 4)	3.7	1.5	1.7	2.7	4.6

Note 1: The expenditure in 2017-18 reflect the expenditure on PEVS before the implementation of the KG Scheme (i.e. from April 2017 to August 2017), and the expenditure under the transitional arrangements for 7 and 6 KGs joining PEVS in the 2016/17 school year but not joining the KG Scheme in the 2017/18 and 2018/19 school years respectively. Eligible students studying in these KGs who remain in the eligible classes under PEVS will continue to receive the voucher subsidy under PEVS until they leave the KGs concerned.

Note 2: The expenditure in 2016-17 and 2017-18 reflect the expenditure for the first 8 months after the implementation of the KG Scheme in the 2017/18 school year (i.e. from August 2017 to March 2018), and the one-off start-up grant provided in the 2016-17 and 2017-18 for Scheme-KGs. The expenditure in 2018-19 is the expenditure on the Scheme for the whole year.

Note 3: The expenditure in 2014-15 to 2017-18 reflect the expenditure on the rent reimbursed to non-profit-making (NPM) KGs under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the full-year rates and government rent reimbursed to NPM KGs before the implementation of the KG Scheme in the 2017/18 school year (i.e. from April 2014 to August 2017). Starting from the 2017/18 school year, expenditure on rental subsidy and reimbursement of rates and government rent for Scheme-KGs are subsumed under the overall expenditure of the KG Scheme. NPM KGs not joining the Scheme can continue to be reimbursed for rates and government rent.

Note 4: Since 2017/18 is the first school year in implementing the KG Scheme, KGs need time to adapt to the new Scheme. Therefore, relevant training programmes are introduced in the latter part of the school year. Part of the expenditure cannot be fully reflected in 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3983)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the school years from 2016/17 to 2018/19:

(a) the actual average student-to-teacher and teacher-to-class ratios in government, aided and private primary and secondary schools, special schools, Direct Subsidy Scheme schools and international schools;

(b) the numbers of regular teachers, teachers on defined contract period (DCP) terms, associate teachers/assistant teachers and teaching assistants in public sector primary, secondary and special schools;

(c) the numbers of staff within and outside the establishment of public sector primary and secondary schools with a breakdown by the specified type below; and

	2016/17		2017/18		2018/19	
	Sub-total	Total	Sub-total	Total	Sub-total	Total
Aided Primary Schools						
Teachers within establishment						
Regular teachers						
Regular teachers employed on DCP terms						
Teachers outside establishment						

Aided Secondary Schools						
Teachers within establishment						
Regular teachers						
Regular teachers employed on DCP terms						
Teachers outside establishment						
Government Primary Schools						
Teachers within establishment						
Regular teachers						
Teachers outside establishment						
Government Secondary Schools						
Teachers within establishment						
Regular teachers						
Teachers outside establishment						
Special Schools						
Teachers within establishment						
Regular teachers						
Regular teachers employed on DCP terms						
Teachers outside establishment						

(d) the average number of teaching periods and the total number of full-year teaching hours of teachers in government, aided and private primary and secondary schools.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 73)

Reply:

(a) The average student-to-teacher ratio and the average teacher-to-class ratio in public sector and private primary and secondary schools, special schools, Direct Subsidy Scheme (DSS) schools and international schools (including schools under English Schools Foundation) for the school years from 2016/17 to 2018/19 are tabulated below:

Student-to-Teacher Ratio

	2016/17	2017/18	2018/19 (Estimate)
Government Primary Schools	14.7 : 1	14.0 : 1	13.9 : 1
Government Secondary Schools	13.1 : 1	12.7 : 1	12.6 : 1
Aided Primary Schools	14.2 : 1	13.8 : 1	13.6 : 1
Aided Secondary Schools	11.8 : 1	11.5 : 1	11.3 : 1
Private Primary Schools*	15.6 : 1	15.7 : 1	15.2 : 1
Private Secondary Schools*	11.9 : 1	11.9 : 1	11.9 : 1
Caput Secondary Schools	13.6 : 1	13.2 : 1	12.9 : 1
Special Schools	4.6 : 1	4.2 : 1	4.3 : 1
DSS Schools*	11.5 : 1	11.3 : 1	11.3 : 1
International Schools*	10.8 : 1	10.8 : 1	10.5 : 1

Teacher-to-Class Ratio

	2016/17	2017/18	2018/19 (Estimate)
Government Primary Schools	1.8 : 1	1.9 : 1	1.9 : 1
Government Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Aided Primary Schools	1.9 : 1	2.0 : 1	2.0 : 1
Aided Secondary Schools	2.4 : 1	2.4 : 1	2.4 : 1
Private Primary Schools*	1.9 : 1	1.9 : 1	1.9 : 1
Private Secondary Schools*	1.7 : 1	1.7 : 1	1.7 : 1
Caput Secondary Schools	2.3 : 1	2.3 : 1	2.4 : 1
Special Schools	2.2 : 1	2.4 : 1	2.4 : 1
DSS Schools*	2.5 : 1	2.6 : 1	2.6 : 1
International Schools*	2.1 : 1	2.1 : 1	2.2 : 1

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

Note: The student-to-teacher ratio and the teacher-to-class ratio listed above are calculated on the basis of the total number of teachers (i.e. including teachers within and outside the establishment) in school.

(b) The posts on the approved teaching establishment of public sector schools are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. The number of regular teachers (rounded to the nearest 10) in public sector schools for the school years from 2016/17 to 2018/19 is tabulated below:

Regular Teachers

	2016/17	2017/18	2018/19 (Estimate)
Government Primary Schools	1 210	1 220	1 290
Government Secondary Schools	1 390	1 380	1 430
Aided Primary Schools	16 550	17 920	18 490
Aided Secondary Schools	18 260	18 610	18 410
Caput Secondary Schools	90	90	80
Special Schools	1 640	1 810	1 820

The number of regular teachers (rounded to the nearest 10) on defined contract period (DCP) terms in aided schools for the school years from 2016/17 to 2018/19 is tabulated below:

Regular Teachers on DCP Terms

	2016/17	2017/18	2018/19 (Estimate)
Aided Primary Schools	340	410	410
Aided Secondary Schools	820	850	710

Note: Schools should not employ regular teachers on DCP terms unless they have actual operational needs and cogent reasons, and there are no teachers on DCP terms in government schools and caput schools. Besides, the Education Bureau (EDB) does not keep information on regular teachers employed on DCP terms by special schools.

As at January this year, the number of teaching assistants (rounded to the nearest 10) in public sector primary and secondary schools and special schools collected via the EDB e-Services Portal is tabulated below:

Teaching Assistants (TAs)

	No. of TAs*
Government Primary Schools	50
Government Secondary Schools	20
Aided Primary Schools	370
Aided Secondary Schools	440
Caput Secondary Schools	10
Special Schools	30

* Estimate for the 2018/19 school year.

As the EDB does not collect information on associate teachers/assistant teachers in public sector primary and secondary schools and special schools, relevant statistics are unavailable.

(c) The respective number of teachers (rounded to the nearest 10) within and outside the approved teaching establishment of aided and government schools is tabulated below:

		2016/17		2017/18		2018/19 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Aided Primary Schools							
Teachers Within Establishment	Regular Teachers*	16 210	16 550	17 510	17 920	18 080	18 490
	Regular Teachers on DCP Terms	340		410		410	
Teachers Outside Establishment		-	1 850	-	1 760	-	1 960
Aided Secondary Schools							
Teachers Within Establishment	Regular Teachers*	17 440	18 260	17 770	18 610	17 710	18 410
	Regular Teachers on DCP Terms	820		850		710	
Teachers Outside Establishment		-	2 500	-	2 100	-	2 300
Government Primary Schools							
Teachers Within Establishment	Regular Teachers*	-	1 210	-	1 220	-	1 290
Teachers Outside Establishment		-	290	-	390	-	380
Government Secondary Schools							
Teachers Within Establishment	Regular Teachers*	-	1 390	-	1 380	-	1 430
Teachers Outside Establishment		-	250	-	270	-	210

		2016/17		2017/18		2018/19 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Special Schools							
Teachers Within Establishment	Regular Teachers*	-	1 640	-	1 810	-	1 820
Teachers Outside Establishment		-	50	-	40	-	60

* Including regular teachers on permanent terms and Native-speaking English Teachers.

(d) The average number of teaching periods per cycle for teachers in government and aided primary and secondary schools for the school years from 2016/17 to 2018/19 is tabulated below. The EDB does not have information on the average number of teaching periods for teachers in private primary and secondary schools.

Average Number of Teaching Periods Per Cycle Per Teacher*

	2016/17	2017/18	2018/19 (Estimate)
Government Secondary School Teachers	24	24	24
Government Primary School Teachers	26	25	25
Aided Secondary School Teachers	25	25	25
Aided Primary School Teachers	26	25	25

* In compiling the above figures, principals and teachers without teaching periods are excluded. The number of school days per cycle (ranging from 5 to 10 days) and the length of each teaching period may vary from school to school. Also, the number of school days per cycle may vary across school years.

Note: The EDB does not keep track of the actual numbers of teaching days and teaching hours per period per teacher. Hence, statistics on the total number of full-year teaching hours of teachers are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3984)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Government has provided an Assistant Primary School Master/Mistress (APSM) (Curriculum Development) to special schools that operate less than six approved primary classes to support curriculum development. Please advise on the following:

1. the details of the measure, the expenditure in the last 2 school years and the estimated expenditure in the 2019/20 school year; and

2. whether there are primary schools that have cut the ratio or percentage of graduate teacher posts because of the new measure and the ceiling if limiting the ratio of APSM to 65%; if yes, what are the details.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 74)

Reply:

1. Starting from the 2017/18 school year, a Primary School Curriculum Leader post at the rank of Assistant Primary School Master/Mistress is provided to special schools operating 1 to 5 primary classes to replace the provision of the Curriculum Leadership Grant. A total of 28 and 27 special schools have benefited from the measure in the 2017/18 and 2018/19 school years respectively. It is expected that around the same number of schools will benefit in the 2019/20 school year and the estimated additional annual expenditure will be around $11 million.

2. The Education Bureau (EDB) has been calculating the number of graduate teacher posts for public sector mainstream primary schools and primary section of special schools in each school year based on the stipulated ratio of graduate teacher posts. Similarly, in the 2017/18 and 2018/19 school years, the EDB has calculated the number of graduate teacher

posts for primary section of special schools operating 1 to 5 primary classes and entitled to the provision of a Primary School Curriculum Leader based on the stipulated ratio (i.e. graduate teacher posts accounting for 65% of the teaching posts). Under most circumstances, when a school has expanded its establishment, the number of graduate teacher posts, accounting for 65% of the establishment, will increase accordingly. However, there are cases where the establishment of individual schools is too small, their number of graduate teacher posts, while holding at 65% of the new establishment, remains unchanged even when their total number of teachers has increased by 1.

As the Chief Executive announced in the 2018 Policy Address, the all-graduate teaching force policy would be implemented in public sector primary and secondary schools (including special schools) in one go in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in two years. Hence, the ratio of graduate teacher posts for primary section of special schools will be enhanced from 65% to 100%. In other words, all teaching posts within the approved establishment will be graduate teacher posts, regardless of the size of establishment.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3985)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Regarding duty visits outside Hong Kong made by the Secretary for Education, Under Secretary for Education, Political Assistant to Secretary for Education and Permanent Secretary for Education in their official capacities, please provide the date of visit, purpose of visit, size of entourage, related expenditure and details in the 5 financial years from 2014-15 to 2018-19, as well as the estimate in this regard for the 2019-20 financial year.

(b) Regarding meetings held between officials of the Education Bureau and those of the Ministry of Education, please provide the number and place of visits, as well as the expenditure incurred in the 5 financial years from 2014-15 to 2018-19.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 75)

Reply:

(a) Information about duty visits outside Hong Kong made by the Secretary for Education (SED) and Political Assistant to SED, Under Secretary for Education as well as Permanent Secretary for Education (PS(Ed)) from 2014-15 to 2018-19 is at Annexes A to C respectively. For 2019-20, about $160,000 is earmarked for the Office of SED and PS(Ed) for expenditure on duty visits.

(b) The Education Bureau maintains necessary working relationship with the officials of the Ministry of Education with a view to ensuring mutual understanding and effective exchanges. We do not keep a separate account to capture expenditure on meetings with them.

Duty visits outside Hong Kong made by Secretary for Education (SED)

(1) From 1 April 2014 to 30 June 2017

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland and observe their education systems, and to strengthen Hong Kong's education ties with EU countries, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education	2	23,816	195,583	19,041	238,440
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	17,129	25,950	43,079

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 3)	(B) Expenses on air passage ($) (Note 4)	(C) Other expenses ($) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities, to give opening remarks, and to witness the signing of education co-operation documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,920	11,419 [In-town transport sponsored by the Ningbo Education Bureau in the amount of around $1,000]	25,339
21 August 2014	Shenzhen	To attend working meeting with the Director of the Shenzhen Municipal Education Bureau on education issues of mutual concern (including the issue of cross-boundary students)	2	No expenses as no over-night stay	No air passage (by car)	1,946	1,946
30 & 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, to attend and deliver a speech at a forum on digital education, and to witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,700	4,074 [In-town transport sponsored by the Zhejiang Provincial Government and the sponsored amount is not available]	15,774

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 3)	(B) Expenses on air passage ($) (Note 4)	(C) Other expenses ($) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland and to conduct an intensive study on their vocational education systems and good practices in promoting young persons' career development	2 (Note 2)	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,147	52,309	175,456
5 to 7 December 2014	Nanjing	To lead a delegation of over 200 Hong Kong secondary school students studying Chinese History and teachers to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	14,314	11,246 [In-town transport sponsored by the Hong Kong and Macao Affairs Office of Jiangsu Provincial Government and the sponsored amount is not available]	25,560
7 & 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote Hong Kong's education, and to strengthen co-operation between Malaysia and Hong Kong	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,720	5,919	19,639
30 January 2015	Guangzhou and Shenzhen	To accompany the Chief Executive in meetings with Guangdong and Shenzhen leadership	-	No expenses as no over-night stay	No air passage (by train)	125 [In-town transport in Guangzhou sponsored by the Guangdong Provincial Government in the amount of around $90]	125

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 3)	(B) Expenses on air passage ($) (Note 4)	(C) Other expenses ($) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
27 to 31 March 2015	Canada	To lead a delegation to attend the International Summit on Teaching Profession 2015, and to exchange views with other ministers of education, especially on career and life planning education and kindergarten education	2 (Note 2)	7,545 [Hotel accommo-dation sponsored by the Council of Ministers of Education, Canada, in the amount of around $6,205]	150,440	25,695	183,680
6 May 2015	Shenzhen	To attend a working meeting with the Shenzhen Municipal Education Bureau	2	No expenses as no over-night stay	No air passage (by car)	0	0
7 & 8 May 2015	Zhuhai	To deliver a speech upon invitation at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist University, and to hold discussion with officials of the Zhuhai Municipal Education Bureau	2	2,430	No air passage (by ferry)	6,640	9,070
18 & 19 May 2015	Guangzhou and Zhongshan	To attend working meetings with the Department of Education of Guangdong Province and the Zhongshan Government	3 (Note 2)	- [Hotel accommo-dation sponsored by the Hong Kong and Macao Affairs Office of the People's Government of Guang-dong Province in the amount of around $2,080]	No air passage (by train and ferry)	4,612	4,612

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
6 June 2015	Huizhou and Shunde	To lead Hong Kong university students to join a one-day career and life planning education programme and visit enterprises there	1 (Note 2)	No expenses as no over-night stay	No air passage (by car)	7,390	7,390
24 & 25 June 2015	Fujian	To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities for education co-operation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,680	6,647	20,327
17 & 18 July 2015	Beijing	To officiate at the opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to attend a working meeting with the Ministry of Education in Beijing	2	5,047	23,000	5,688	33,735
26 July to 1 August 2015	USA and Belgium (EU)	To pay a duty visit to USA/EU and exchange views with funding and research agencies in the higher education sector on education/research policies and funding strategies, especially STEM education	2 (Note 2)	11,928	170,285	56,122	238,335
2 to 4 September 2015	Beijing	To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression	-	- [Hotel accommo-dation sponsored by the State Council's Hong Kong and Macao Office in the amount of around $1,550]	10,217	2,190 [In-town transport sponsored by the State Council's Hong Kong and Macao Office in the amount of around $142]	12,407

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
28 September to 1 October 2015	Beijing	To lead a delegation from the education sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde	2	12,870	21,449	16,881	51,200
13 to 15 October 2015	Singapore	To attend a higher education international conference, and to hold discussion with officials of the Ministry of Education of Singapore	2 (Note 2)	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	22,804	28,470	51,274
2 & 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the 8 University Grants Committee (UGC)-funded institutions in a visit to Guangdong Province leadership, and to attend a Guangdong/Hong Kong university presidents' forum in Guangzhou	2 (Note 2)	5,234	No air passage (by car)	9,058	14,292
17 November 2015 (p.m. only)	Guangzhou	To officiate at the opening ceremony of a national competition of extra-curricular academic and technological projects by university students	1	No expenses as no over-night stay	No air passage (by car)	6,550	6,550
27 & 28 January 2016	Beijing	To meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/ policies in 2016	2	4,825	23,000	5,803	33,628

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
10 to 12 May 2016	Chengdu	To join a delegation led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with officials of the Shenzhen Municipal Education Bureau, and to visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081
20 & 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/Guangdong Universities High Level Meeting, and to conduct education exchanges in Shenzhen and Guangzhou	2	2,637 (Note 6)	No air passage (by car)	4,875 (Note 6)	7,512 (Note 6)
17 & 18 August 2016	Beijing	To have meetings with officials of the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [In-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
2 to 9 October 2016	Peru and USA	To attend the 6th Asia-Pacific Economic Co-operation Education Ministerial Meeting in Lima, Peru, and to visit San Francisco, USA for education exchanges	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	364,177	41,147	405,324
20 to 22 October 2016	Shanghai	To have a meeting with officials of the Shanghai Municipal Education Commission, and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673
3 & 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony, and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 & 11 November 2016	Beijing	To attend an inter-national education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317
28 & 29 November 2016	Malaysia	To have a meeting with officials of the Malaysian Ministry of Higher Education in Kuala Lumpur to exchange views on education issues of mutual concern, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Malaysia)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	44,626	7,186	51,812
6 & 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 & 15 February 2017	Beijing	To have meetings with officials of the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
19 to 21 February 2017	Thailand	To have a meeting with the Thai Ministry of Education in Bangkok to explore opportunities for education co-operation, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Thailand)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,977	13,998	27,975
10 & 11 March 2017	Haikou	To have a meeting with officials of the Education Department of Hainan Province to explore co-operation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663
20 to 23 April 2017	Shanghai and Hangzhou	To meet with local education officials and attend university exchange activities to promote co-operation in higher education	2 (Note 2)	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009
26 to 28 April 2017	Vietnam	To meet with local education officials and university management to explore opportunities for promoting co-operation between higher education institutions of the two places, and to deliberate on the agreement and measures for extending the "Belt and Road" Scholarship to Vietnam	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	15,652	14,617	30,269

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 3)	(B) Expenses on air passage ($) (Note 4)	(C) Other expenses ($) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
21 to 24 May 2017	United Kingdom	To attend and speak at the Going Global 2017, and to hold bilateral meetings with education officials from around the world	2 (Note 2)	14,896	84,367	43,788	143,051
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 UGC-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803
6 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3 (Note 2)	No expenses as no over-night stay	No air passage (by car)	7,646	7,646
13 to 16 June 2017	Myanmar	To have a meeting with the Union Minister of Education of Myanmar, at which both sides agreed to follow up on and finalise a memorandum of understanding on education co-operation, with a view to providing a foundation for further co-operation on the education front	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	1,459 (The expenditure covers departure tax, passenger security charge and airport construction fee; the flight ticket was redeemed with flight award)	16,841	18,300

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 3)	(B) Expenses on air passage ($) (Note 4)	(C) Other expenses ($) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
16 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education co-operation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education co-operation and student learning of the two places	2	No expenses as no over-night stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2019

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 3)	(B) Expenses on air passage ($) (Note 4)	(C) Other expenses ($) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
21 to 25 January 2018	United Kingdom	To speak at the Education World Forum and hold bilateral meetings with individual education ministers attending the Forum, to visit the Department for Education of the UK, Chartered College of Teaching and British Council, to visit the British Educational Training & Technology Show, and to meet with Hong Kong teachers who were on study tour in UK	2	32,639	160,508	12,292	205,439
29 March 2018	Shenzhen	To attend the Establishment Ceremony of the Harmonia College of the Chinese University of Hong Kong, Shenzhen	-	-	-	-	[Travelling expenses borne by the Constitutional and Mainland Affairs Bureau]
20 to 22 June 2018	Beijing	To attend a regular working meeting with the Ministry of Education, to visit a local secondary school and a local university, and to meet Hong Kong young people who were pursuing tertiary studies or working in Beijing	1	6,541	10,800	5,000	22,341
26 July 2018	Huizhou	To meet with education officials of the Huizhou Municipal Government to explore co-operation opportunities in education	1	No expenses as no over-night stay	No air passage (by car)	2,400	2,400

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
29 August 2018	Zhuhai and Zhongshan	To meet with officials of the Zhuhai Education Bureau and the Zhongshan Education and Sports Bureau to explore co-operation opportunities in education between Hong Kong and the two municipalities under the development of the Greater Bay Area	2	No expenses as no over-night stay	No air passage (by ferry)	1,230	1,230
28 September to 1 October 2018	Beijing	To attend the exchange activities of the National Day Delegation from the Educational Sector of Hong Kong 2018	1	15,000	16,116	5,960	37,076
28 to 30 October 2018	Hangzhou and Ningbo	To attend the Ningbo-Hong Kong Education Co-operation Forum 2018, to meet with officials of Zhejiang Province, Hangzhou and Ningbo, and to visit various education organisations	1	7,907	8,142	1,821	17,870
4 December 2018	Guangzhou	To attend the Guangdong-Hong Kong Sister School Contract Signing Ceremony 2018	1	No expenses as no over-night stay	No air passage (by high speed rail)	972	972
22 January 2019	Zhuhai	To visit a higher education institution, looking into the participation of Hong Kong's universities in higher education development in the Guangdong-Hong Kong-Macao Greater Bay Area	1	No expenses as no over-night stay	No air passage (by car)	2,500	2,500

Notes:

(1) The Secretary for Education would meet local students from Hong Kong where possible.

(2) The entourage included the Political Assistant to Secretary for Education in 2 visits in 2014-15, 5 visits in 2015-16 and 3 visits in 2017-18 (up to 30 June 2017). His expenses are covered in the respective duty visits. He also separately made a duty visit with other officers of the Bureau to Shenzhen in 2015-16, incurring a total expenditure of $277.

(3) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(4) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(5) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

(6) The expenses for the visit made on 20 and 21 July 2016 incurred by the Under Secretary for Education are covered in Annex B.

Duty visits outside Hong Kong made by Under Secretary for Education (US(Ed))

(1) From 1 April 2014 to 30 June 2017

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by US(Ed) & official entourage from SED's Office** ($) (A)+(B)+(C)
28 April to 1 May 2014	USA	To attend the Going Global 2014 conference	-	3,431	58,090	17,309	78,830
24 to 26 June 2014	Japan	To attend the 17th Organisation for Economic Co-operation and Development/Japan Seminar and conduct school visits	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	6,830	10,246	17,076
27 September to 1 October 2014	Beijing	To lead the National Day Delegation from the Education Sector to participate in activities and exchange views with local officials	-	- [hotel accommodation sponsored by the Ministry of Education in the amount of around $3,600]	5,246	5,375 [in-town transport sponsored by the Ministry of Education in the amount of around $1,000]	10,621
11 March 2015	Guangzhou	To attend the Guangdong-Hong Kong Cooperation Joint Conference 20th Working Meeting	-	No expenses as no overnight stay	No air passage (by train and ferry)	- [in-town transport sponsored by the Guangdong Provincial Government in the amount of around $200]	0
2 to 4 May 2015	Nanjing	To lead a delegation to participate in interflow activities for "Passing on the Torch" Platform Programme Series	-	1,990	3,792	2,219	8,001

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by US(Ed) & official entourage from SED's Office** ($) (A)+(B)+(C)
23 to 26 July 2015	Australia	To attend an international conference and visit local schools	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	33,240	11,134	44,374
12 October 2015	Zhongshan	To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students	-	No expenses as no overnight stay	No air passage (by ferry)	350	350
14 & 15 December 2015	Guangzhou	To serve as the guest of honour at the contract signing ceremony for the Guangzhou-Hong Kong Sister Schools 10th Anniversary Sharing cum Guangdong-Hong Kong Sister School Scheme 2015	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	3,810	2,970	6,780
16 & 17 December 2015	Indonesia	To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	20,589	4,654	25,243
23 to 26 May 2016	Finland	To attend an international inaugural event and a conference in Helsinki	-	5,116	56,540	2,802	64,458

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by US(Ed) & official entourage from SED's Office** ($) (A)+(B)+(C)
20 & 21 July 2016	Shenzhen and Guang-zhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and to conduct education exchanges in Shen-zhen and Guangzhou	-	1,319	No air passage (by car)	2,437	3,756
21 to 23 September 2016	Beijing	To lead a delegation from the education sector of Hong Kong to participate in professional exchange activities in Beijing	-	- [Hotel accommo-dation sponsored by the Ministry of Education in the amount of around $1,560]	6,760	3,638 [In-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	10,398
17 to 19 April 2017	Nanjing	To attend the working meeting on the Exchange Programme for Teachers and Students of Higher Education Institutions in the Mainland, Hong Kong and Macau 2017	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	9,750	4,225	13,975

(2) From 1 July 2017 to 8 March 2019

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by US(Ed) & official entourage from SED's Office** ($) (A)+(B)+(C)
28 September to 1 October 2017	Beijing	To lead the National Day Delegation from the Educational Sector of Hong Kong to participate in educational exchange activities in Beijing	1 (Note 2)	- [Hotel accommodation sponsored by the Ministry of Education and the sponsored amount is not available]	13,774	8,544	22,318
19 to 25 February 2018	USA	To visit information technology companies in the Silicon Valley, USA to learn about the latest development of e-learning	-	11,000	57,910	6,106	75,016
10 to 12 May 2018	Chengdu	To accompany the Chief Executive in attending activities on Hong Kong-Sichuan co-operation	-	2,119	3,440	1,654	7,213
22 & 23 May 2018	Hangzhou	To attend the Zhejiang-Hong Kong Sister School Contract Signing Ceremony and interflow activities	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	4,170	2,238	6,408
12 June 2018	Macao	To attend a forum on higher education in the Guangdong-Hong Kong-Macao Greater Bay Area	-	No expenses as no overnight stay	No air passage (by ferry)	575	575
30 June 2018	Shenzhen	To attend activities related to STEM education in China	-	No expenses as no overnight stay	No air passage (by car)	2,287	2,287
15 to 20 August 2018	Yinchuan and Dunhuang	To join a visit of history and culture education to Yinchuan and Dunhuang	-	2,250	6,236	4,882	13,368

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 3)	**(B) Expenses on air passage** ($) (Note 4)	**(C) Other expenses** ($) (Note 5)	**Total expenditure incurred by US(Ed) & official entourage from SED's Office** ($) (A)+(B)+(C)
4 to 7 October 2018	Canada	To attend steering group meetings and summits of the Organisation for Economic Co-operation and Development	1 (Note 2)	9,355	66,028	8,835	84,218
23 & 24 October 2018	Beijing	To attend the opening ceremony of the Beijing-Hong Kong University Alliance Summit	-	3,612	5,920	3,887	13,419
5 & 6 November 2018	Shanghai	To attend the launch ceremony of the Shanghai-Hong Kong University Alliance	-	2,852	4,710	2,098	9,660
27 to 29 November 2018	Fuzhou, Wuyi Shan and Xiamen	To accompany the Chief Secretary for Administration in attending the third Hong Kong/Fujian Co-operation Conference and visiting Xiamen	-	1,771	971	2,339	5,081
21 December 2018	Guangzhou	To attend the signing ceremony of the collaboration agreements between the Hong Kong University of Science and Technology, and the Guangzhou Municipal Government and Guangzhou University to establish the Hong Kong University of Science and Technology (Guangzhou)	-	No expenses as no overnight stay	No air passage (by train)	900	900

Notes:

(1) The Under Secretary for Education would meet local students from Hong Kong where possible.

(2) The entourage included the Political Assistant to Secretary for Education in 1 visit in 2017-18 (starting from 1 July 2017) and 1 visit in 2018-19. His expenses are covered in the respective duty visits.

(3) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(4) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(5) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

Duty visits outside Hong Kong made by Permanent Secretary for Education (PS(Ed)) (from 1 April 2014 to 8 March 2019)

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Number of Education Bureau officers participating in the visit**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**C) Other expenses** ($) (Note 4)	**Total expenditure incurred in the Bureau** ($) (A)+(B)+(C)
13 & 14 June 2014	Kaiping, Xinhui and Jiangmen	To lead school heads and teachers of a school sponsoring body for exploring the implementation of moral education and development of group-based moral education curriculum	2	1,500	No air passage (by ferry)	3,110 [in-town transport expenses sponsored by a school sponsoring body and the sponsored amount is not available]	4,610
3 to 5 November 2014	Korea	To attend the Achieve HOPE-Happiness of People through Education conference and establish connections with educational professionals from various countries (joined by the Chairman of the Committee on Home-School Co-operation)	1	8,917	8,200	5,845	22,962
27 to 30 April 2015	Singapore	To exchange views with officials and practitioners in Singapore on various educational policies and practices	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	9,690	39,681	49,371
6 May 2015	Shenzhen	To accompany the Secretary for Education to attend a working meeting with the Shenzhen Municipal Education Bureau	4	No expenses as no overnight stay	No air passage (by car)	3,836	3,836

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of Education Bureau officers participating in the visit	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	C) Other expenses ($) (Note 4)	Total expenditure incurred in the Bureau ($) (A)+(B)+(C)
18 & 19 May 2015	Beijing	To pay a courtesy visit to the Ministry of Education and Hong Kong and Macao Affairs Office of the State Council in Beijing for exchange on various educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,620	6,506	18,126
13 August 2015	Guangzhou	To attend the Hong Kong/Guangdong Expert Group on Co-operation in Education Meeting	5	No expenses as no overnight stay	No air passage (by train)	2,933	2,933
30 May to 2 June 2016	Korea	To gain insights into the experience of Seoul, Korea in kindergarten education and IT & Arts education	5	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	31,632	87,624	119,256
17 & 18 August 2016	Beijing	To accompany the Secretary for Education to meet with senior officials of the Ministry of Education to discuss education policy and explore education cooperation	4	13,037	29,635	5,786	48,458
21 to 25 November 2016	Qingdao and Shandong	To study and gain insights into the latest education development, with particular emphasis on self-directed learning	5	Hotel expenses covered by service package which is included in column (C)	21,000	44,084	65,084
14 & 15 February 2017	Beijing	To accompany the Secretary for Education to attend a working meeting with the Ministry of Education	5	9,720	36,240	14,996	60,956

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of Education Bureau officers participating in the visit	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	C) Other expenses ($) (Note 4)	Total expenditure incurred in the Bureau ($) (A)+(B)+(C)
23 June 2017	Shenzhen	To accompany the Secretary for Education to visit Shenzhen to explore opportunities for promoting education cooperation and student learning of the two places	1	No expenses as no overnight stay	No air passage (by car)	5,860	5,860
27 June 2017	Guangzhou	To attend a meeting with the Department of Education of Guangdong Province and exchange views on major education development of the two places	6	No expenses as no overnight stay	No air passage (by car)	3,067	3,067
18 to 20 September 2017	Beijing	To accompany the Secretary for Education to meet with officials of the Ministry of Education to discuss and exchange views on the latest education development of the two places	6	22,680	29,792	17,548	70,020
13 to 15 June 2018	Shenzhen, Guangzhou and Zhuhai	To learn about STEM-related vocational development in the Guangdong-Hong Kong-Macao Greater Bay Area and conduct exchange with local organisations	5	1,882	No air passage (by ferry and car)	6,441	8,323

Notes:

(1) The Permanent Secretary for Education would meet local students from Hong Kong where possible.

(2) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3986)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

At present, how many funds and scholarship schemes are available under the various authorities administered by the Secretary for Education, such as the Education Bureau, the Working Family and Student Financial Assistance Agency, the University Grants Committee, etc.? Please give a breakdown of these funds and scholarship schemes by the year of establishment, aim and assessor as well as the balance, income, expenditure and number of beneficiaries in each of the past 5 years (from 2014/15 to 2018/19).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 76)

Reply:

Details of the scholarship schemes and funds set up with public money under the purview of the Education Bureau (EDB) are set out in the attached tables.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Language Fund	1994	To provide financial support for projects and activities which aim at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English.	The Standing Committee on Language Education and Research	2014/15	6,135.2	259.8	57.0	178 836[1]
				2015/16	6,280.1	222.2	77.3	191 924[1]
				2016/17	6,371.6	173.5	82.0	196 784[1]
				2017/18	6,474.9	239.5	136.2	238 507[1]
				2018/19	6,538.3[2]	217.5[2]	154.1[2]	240 583[1]

[1] Different projects have different objectives, coverage, approaches and targeted groups of beneficiaries. The total number of beneficiaries covers both the school sector (such as students, teachers and parents) and the non-school sector (such as working adults).

[2] Estimates for 2018/19.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Quality Education Fund (QEF)	1998	To finance projects for the promotion of quality school education in Hong Kong.	The QEF Steering Committee	2014/15	8,087	(32)	140	229 443[3]
				2015/16	8,403	456	140	322 064[3]
				2016/17	9,173	891	121	442 997[3]
				2017/18	9,494	528	207	613 871[3]
				2018/19	9,454[4]	210[4]	250[4]	Under preparation[5]

[3] Beneficiaries may include teachers, students and parents.

[4] Estimates for 2018/19. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

[5] Some applications for 2018/19 are still being processed and the number of beneficiaries is yet to be confirmed.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Education Development Fund (EDF)	2004	To provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives.	The Advisory Committee on the EDF which comprises frontline teachers, principals, academics and community members offers advice on the operation of the EDF and the implementation of the SBPS programmes.	2014/15	412.2	6.5	104.1	648[6]
				2015/16	325.3	3.7	90.6	579[6]
				2016/17	223.8	3.2	104.7	556[6]
				2017/18	136.1	2.3	90.0	613[6]
				2018/19	20.1[7]	1.1[7]	117.1[7]	695[6]

[6] Number of schools includes kindergartens, primary schools, secondary schools and special schools. Those for 2018/19 are estimated figures.

[7] Estimates for 2018/19.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
HKSAR Government Scholarship Fund	2008	To attract outstanding local and non-local students to pursue publicly-funded higher education programmes in Hong Kong and to stay in Hong Kong after graduation; 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 To promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run.	To be assessed/ monitored by participating institutions[8] (according to the stipulated selection criteria of the Fund) and by the Steering Committee of the Fund.	2014/15	2,262	(68)	102	4 546
				2015/16	2,282	124	104	4 762
				2016/17	2,453	278	107	4 983
				2017/18	2,499	142	96	4 299
				2018/19	3,259[9]	860[9,10]	100[9]	4 400[11]

[8] Participating institutions of the HKSAR Government Scholarship Fund are the 8 University Grants Committee(UGC)-funded universities (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Education University of Hong Kong, 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.

[9] Estimates for 2018/19. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

[10] Including the injection of $800 million in March 2019.

[11] The above figure covers the recipients of the HKSAR Government Scholarship Scheme, Targeted Scholarship Scheme and Endeavour Merit Award, and estimated figures for Talent Development Scholarship and Reaching Out Award (applications under these 2 programmes for 2018/19 are still under processing by institutions).

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Research Endowment Fund	2009	To support research at the UGC-funded universities (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). The Government injected $3 billion into the Research Endowment Fund in June 2018 to generate investment income to provide tuition waiver for local research postgraduate students.	Peer review mechanism involving expert reviewers and assessment panels formed under the Research Grants Council. As regards the Tuition Waiver Scheme for Local Research Postgraduate Students, the UGC-funded universities are required to submit to the UGC Secretariat records of local research postgraduate students whose tuition fees have been waived for verification.	2014/15	26,360	1,248	1,018	1 306[12]
				2015/16	26,811	1,038	588	1 268[12]
				2016/17	26,572	772	1,011	1 288[12]
				2017/18	29,210	4,063[13]	1,425	1 286[12]
				2018/19	Under preparation	Under preparation	Under preparation	Under preparation

[12] Research teams.

[13] Including the injection of $3 billion in June 2018.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Hong Kong PhD Fellowship Scheme	2009	To attract the best and brightest students in the world to pursue PhD programmes in the UGC-funded universities in Hong Kong.	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 selection panels with experts in the relevant broad areas.	2014/15[14]	-	129.8	129.8	519[15]
				2015/16[14]	-	137.8	137.8	551[15]
				2016/17[14]	-	152.5	152.5	610[15]
				2017/18[14]	-	155.3	155.3	621[15]
				2018/19[14]	-	206.8	206.8	659[15]

[14] Expenditure of the Scheme is funded by recurrent grants from the UGC.

[15] Including new awardees and awardees from previous years who continue to benefit from the Scheme.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
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, representatives of school sponsoring bodies and EDB representatives.	2014/15	-	8.71	8.71	173[16]
				2015/16	-	9.26	9.26	184[16]
				2016/17	-	9.51	9.51	189[16]
				2017/18	-	9.41	9.41	187[16]
				2018/19	-	10.51[17]	10.51[17]	203[16]

[16] Including new awardees and awardees from previous years who continue to receive the scholarship. Those for 2018/19 are estimated figures.

[17] Estimates for 2018/19.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Self-financing Post-secondary Education Fund	2011	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.	The Steering Committee of the Fund	2014/15	3,509	(81)	111	4 139[18]
				2015/16	3,578	178	109	11 460[18]
				2016/17	3,878	440	140	52 914[18]
				2017/18	3,969	212	121	37 881[18]
				2018/19	3,939[19]	90[19]	120[19]	39 397[18]

[18] Including scholarship recipients as well as students and teachers directly benefited from quality enhancement projects completed in that year (from 2015/16). The number of beneficiaries in 2018/19 is a provisional figure as at March 2019.

[19] Estimates for 2018/19. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Qualifications Framework Fund (QF Fund)	2014	To provide a steady source of income to support the sustainable development and implementation of Qualifications Framework (QF).	The Steering Committee on QF Fund	2014/15[20]	-	-	-	2 435[21] practitioners and 235[22] education and training providers[23]
				2015/16[20]	1,015.8	15.8	-	2 090[21] practitioners and 243[22] education and training providers[23]
				2016/17[20]	1,045.9	30.1	-	3 537[21] practitioners and 388[22] education and training providers[23]
				2017/18[20]	2,275.6	1,265.4[24]	35.7	4 034[21] practitioners and 393[22] education and training providers[23]
				2018/19	2,301.9[25]	77.4[25]	51.1[25]	2 116[21] practitioners and 398[22] education and training providers[23]

[20] In March 2016 and March 2018, the seed capital of $1 billion and $1.2 billion were respectively injected into the QF Fund and placed with the Exchange Fund for investment. Since it takes time for the QF Fund to generate and accumulate investment income to meet the funding requirements, in the interim before 2017, we had been deploying the funds under the non-recurrent item of Qualifications Framework Support Scheme (QFSS) under Head 156 EDB for meeting the expenditure of the initiatives under the QF Fund. The approved commitment for QFSS was exhausted in 2017 and we have started using the investment income generated from the principal of the QF Fund in the same year to meet the expenditure of various initiatives.

[21] For the periods from April 2014 to March 2015, April 2015 to March 2016, April 2016 to March 2017, April 2017 to March 2018, and April 2018 to 28 February 2019 respectively.

[22] As at March 2015, March 2016, March 2017, March 2018 and 28 February 2019 respectively.

[23] The above figures which are readily available are not exhaustive as the QF Fund supports a wide range of stakeholders, including education and training providers, practitioners, assessment agencies and the quality assurance body, through various initiatives.

[24] Including the injection of $1.2 billion in March 2018.

[25] Estimates for 2018/19.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Hong Kong Scholarship for Excellence Scheme (HKSES)	2014	To support local students to pursue studies outside Hong Kong with a view to grooming a top cadre of talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy; and To support those students who have excellent academic achievements but lack the financial means to study in top-notch universities outside Hong Kong.	The Steering Committee of the HKSES	2015/16	327.32	-	20.65	92
				2016/17	295.00	-	32.32	164[26]
				2017/18	248.98	-	46.02	229[26]
				2018/19	193.45[27]	-	55.53[27]	259[26]

[26] Including new awardees and awardees from previous years who continue to receive the scholarship.
[27] Estimates for 2018/19.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance ($ million)	Income ($ million)	Expenditure ($ million)	Number of Beneficiaries
Gifted Education Fund (GE Fund)	2016	To support the development of gifted education in Hong Kong through the Hong Kong Academy for Gifted Education and other worthwhile initiatives, schemes and programmes.	The Advisory Committee on Gifted Education	2016/17[28]	810	10	-	-
				2017/18	824	32	18	9 019[29]
				2018/19[28]	1,625[30]	838[30,31]	37[30]	-[32]
Student Activities Support (SAS) Fund	2019	To support students with financial needs to participate in life-wide learning activities for whole-person development.	EDB	2018/19[33]	2,533[34]	2,533[34,35]	-	-

[28] The seed capital, each of $800 million, were injected into the GE Fund and placed with the Exchange Fund for investment in March 2017 and March 2019.

[29] The actual number of student members of the Hong Kong Academy for Gifted Education for 2017/18.

[30] Estimates for 2018/19.

[31] Including the injection of $800 million in March 2019.

[32] The number of student members of the Hong Kong Academy for Gifted Education for 2018/19 is yet to be confirmed.

[33] In March 2019, the seed capital of $2.5 billion was injected into the SAS Fund and placed with the Exchange Fund for investment. Given that the support measure will be implemented starting from 2019/20, figures for expenditure and number of beneficiaries for 2018/19 are not available.

[34] Estimates for 2018/19.

[35] Including the injection of $2.5 billion in March 2019.

- End -

Examination of Estimates of Expenditure 2019-20 Reply Serial No.

EDB428

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3987)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (950) Hong Kong Examinations and Assessment Authority

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Regarding the Hong Kong Diploma of Secondary Education (HKDSE) Examinations conducted by the Hong Kong Examinations and Assessment Authority (HKEAA) in the past 5 years, please give a breakdown of the following:

   (a) the number of appeal applications (please provide separate figures for appeals for rechecking scores and remarking scripts) by subject, the number of cases with result upgraded after review, the expenditure involved and the fees refunded to applicants; and

   (b) the number of appeal review applications by category, the number of cases with different results after review by category, the expenditure involved and the total fees refunded to applicants.

2. Please set out the financial surplus/deficit incurred from conducting local and non-local examinations by the HKEAA in each of the past 5 years (2014/15 to 2018/19).

3. Please set out the salaries and positions of the 10 highest-paid staff members in the HKEAA in each of the past 5 years (2014/15 to 2018/19).

4. Please set out the average cost of HKDSE Examination per candidate and the average cost of HKDSE Examination per candidate with special educational needs (SEN) in each of the past 5 years (2014/15 to 2018/19).

5. Please set out the number of applications for special examination arrangements by candidates with SEN and the number of approvals granted by the HKEAA in each of the past 5 years (2014/15 to 2018/19).

6. Please provide a breakdown of the number of candidates with SEN by subject entry and the total number of candidates with SEN in each of the past 5 years (2014/15 to 2018/19).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 80)

Reply:

1. The Hong Kong Examinations and Assessment Authority (HKEAA), as a statutory body established under the HKEAA Ordinance, operates on a self-financing basis. Regarding the Hong Kong Diploma of Secondary Education (HKDSE) Examinations conducted in the past 5 years (2014 to 2018), the 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.

2. The financial surplus/deficit of the HKDSE Examinations and other examination services conducted by the HKEAA in each of the past 5 school years (2014/15 to 2018/19) is listed below:

Year	**HKDSE $ million Surplus/(Deficit)**	**Other Examination Services $ million Surplus/(Deficit)**
2014/15	(44.2)	38.1
2015/16	(57.0)	37.3
2016/17	(65.4)	48.9
2017/18	(69.2)	59.1
2018/19 (Forecast)	(87.5)	45.2

Notes:

1. The HKEAA's financial year runs from 1 September to 31 August of the following year.

2. All examinations mentioned above are conducted locally. "Other Examination Services" include examinations administered by the International and Professional Examinations Division, of which most are conducted by local professional bodies, while some are conducted by overseas examination boards.

3. The numbers of key management personnel (Directors and above) entitled to receive remuneration and the bands of remuneration they fell into as reported in the HKEAA's audited accounts are listed below:

Bands of remuneration	**2014/15**	**2015/16**	**2016/17**	**2017/18**
Less than $500,000	-	-	-	-
$500,001 to $1,000,000	-	-	-	-
$1,000,001 to $1,500,000	-	-	-	-
$1,500,001 to $2,000,000	-	-	1	-
$2,000,001 to $2,500,000	3	3	2	3
$2,500,001 to $3,000,000	1	-	-	-
$3,000,001 to $3,500,000	-	1	1	1

Notes:

1. The HKEAA's financial year runs from 1 September to 31 August of the following year.
2. The financial year 2018/19 of HKEAA closes on 31 August 2019 and thus the audited information for 2018/19 is not yet available.

4. The average cost of HKDSE Examination per candidate and the average cost of HKDSE Examination per candidate with special educational needs (SEN) in each of the past 5 school years (2014/15 to 2018/19) are listed below:

Average cost of HKDSE Examination per candidate

HKEAA's financial year	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Total cost for organising HKDSE Examination ($ million)^	281.3	280.5	278.4	284.3	296.7
Number of school candidates and private candidates*	74,131	68,128	61,624	59,000	56,305#
Average cost of HKDSE Examination per candidate ($)	3,795	4,117	4,518	4,819	5,270

* Candidates withdrawing from the examination are not included.

^ The total costs for 2014/15 to 2017/18 are based on the audited financial statements of the HKDSE Examinations, while the total cost for 2018/19 is a projected figure.

\# The actual number of persons applying to sit for the examination as at December 2018.

Extra cost of HKDSE Examination per candidate with SEN

HKEAA's financial year	2014/15	2015/16	2016/17	2017/18	2018/19
Total extra cost ($ million)[@]	10.7	12.1	14.6	14.7	16.9
Number of candidates with SEN* (Applications approved)	1,746	2,047	2,442	2,666	3,067^

[@] The extra costs involve staff expenses, examination personnel expenses, and administrative and other operating expenses, which include related expenditure on handling applications and absent candidates. The extra cost for 2018/19 is a projected figure as at March 2019.

* Candidates withdrawing from the examination are not included.

^ Figures as at March 2019.

HKDSE Examination candidates with SEN cover students with different types of SEN and individual needs. The HKEAA will consider the specific circumstances of individual candidates in making special examination arrangements (including assessment accommodation) to cater for their needs. Hence, the average extra cost per candidate with SEN cannot reflect the diverse needs of candidates with SEN and the cost-effectiveness of special examination arrangements.

5. The number of applications for special examination arrangements in the HKDSE by candidates with SEN, and the number of approvals granted in each of the last 5 school years (2014/15 to 2018/19) are listed below:

Year of examination	Number of applications	Applications withdrawn	Applications approved
2015	1 904	115	1 746
2016	2 217	139	2 047
2017	2 610	147	2 442
2018	2 852	158	2 666
2019	3 321	209	3 067*

* Figure as at March 2019. There are applications pending process.

6. The breakdown of the number of candidates with SEN by subject entry and the total number of candidates with SEN in each of the past 5 school years (2014/15 to 2018/19) are tabulated at Appendix 3.

Appendix 1

Appeal applications for HKDSE Examinations from 2014 to 2018

	2014 Examination		2015 Examination		2016 Examination		2017 Examination		2018 Examination	
	Rechecking	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**
(a) Rechecking and remarking application by subject										
Category A:										
Biology	12	1 274	7	1 323	10	1 136	6	1 371	12	1 647
Business, Accounting and Financial Studies	5	714	-	-	-	-	-	-	-	-
Business, Accounting and Financial Studies (Accounting)	-	-	5	390	6	476	6	466	1	426
Business, Accounting and Financial Studies (Business Management)	-	-	1	175	0	209	3	263	0	179
Chemistry	17	1 543	15	1 369	10	1 198	17	1 152	14	1 382
Chinese History	1	534	3	497	3	789	2	757	0	665
Chinese Language	49	11 683	59	10 696	58	9 491	32	8 997	30	8 164
Chinese Literature	3	351	2	367	3	335	1	315	2	345
Combined Science (Biology, Chemistry)	0	92	0	51	0	21	0	12	0	11
Combined Science (Biology, Physics)	2	26	0	6	0	2	0	0	0	0
Combined Science (Chemistry, Physics)	1	57	0	25	0	13	1	13	0	14
Design and Applied Technology	1	10	1	13	0	11	0	21	0	3

Economics	18	1 562	12	1 036	11	1 126	13	962	4	1 186
English Language	64	7 534	59	6 574	46	6 778	42	7 091	42	8 164
Ethics and Religious Studies	0	49	1	57	0	68	0	74	0	83
Geography	2	722	1	792	4	851	3	985	1	933
Health Management and Social Care	1	15	0	21	2	17	0	31	1	32
History	3	581	1	676	3	733	1	755	1	749
Information and Communication Technology	2	308	1	300	4	306	2	323	3	367
Integrated Science	0	1	0	8	0	6	0	6	0	2
Liberal Studies	36	7 586	32	6 249	32	6 239	15	5 663	9	4 773
Literature in English	0	88	1	114	0	100	0	78	1	110
Mathematics	103	2 383	82	1 977	61	2 013	52	1 939	40	1 386
Music	0	18	1	17	0	32	0	25	0	32
Physical Education	1	27	2	17	0	28	0	37	0	35
Physics	8	682	6	383	9	474	15	835	4	560
Technology and Living (Fashion, Clothing and Textiles)	0	4	0	7	0	2	0	2	0	2
Technology and Living (Food Science and Technology)	1	9	0	15	0	14	0	13	0	11
Tourism and Hospitality Studies	0	79	2	72	2	101	0	72	0	73
Visual Arts	1	284	4	308	2	284	3	278	2	282

	2014 Examination		2015 Examination		2016 Examination		2017 Examination		2018 Examination	
	Rechecking	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**
Category B:										
Automotive Technology	0	Not applicable	0	Not applicable	0	Not applicable	1	Not applicable	1	Not applicable
Aviation Studies	0		0		1		0		1	
Child Care and Education	-		0		0		0		1	
Commercial Comic Art	0		0		1		0		-	
Computer Game and Animation Design	-		-		0		0		1	
Health Care Practice	0		0		0		1		0	
Law Enforcement in Hong Kong	-		-		0		0		1	
Marketing in Global Trade	1		0		0		-		-	
Medical Laboratory Science	0		1		0		0		0	
Practical Computerised Accounting	-		0		0		1		-	
Sports and Fitness Coaching	-		-		1		0		0	
Understanding Financial Services	1		0		-		-		-	
Category C:										
French Language	0	0	0	1	0	0	0	8	0	10
Japanese Language	0	5	1	6	0	8	0	10	2	5
Spanish Language	0	0	0	0	0	0	0	7	0	6
Urdu Language	0	0	0	0	0	1	0	0	0	0

	2014 Examination		2015 Examination		2016 Examination		2017 Examination		2018 Examination	
	Rechecking	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**	**Rechecking**	**Remarking**
Total:	**333**	**38 221**	**300**	**33 542**	**269**	**32 862**	**217**	**32 561**	**174**	**31 637**
(ii) No. of cases with result upgraded	0	1 183	0	1 324	0	1 413	0	1 295	0	1 341
(iii) Expenditure in handling appeal applications for the year ($ million)	10.7		9.6		9.4		8.6		8.9	
(iv) Fees refunded to applicants ($ million)	0.6		0.7		0.8		0.7		0.7	

Appendix 2

Appeal review applications for HKDSE Examinations from 2014 to 2018

	2014 Examination		2015 Examination		2016 Examination		2017 Examination		2018 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**	**No. of cases**	**No. of cases with different result after appeal review**	**No. of cases**	**No. of cases with different result after appeal review**	**No. of cases**	**No. of cases with different result after appeal review**
(i) Category										
Processing of examination irregularities	6	3	11	1	6	1	10	2	9	2
Review on the process of rechecking and remarking	10	0	7	1	2	0	1	0	9	0
Review on the marking of scripts after access to scripts	40	5	33	5	29	2	41	2	49	7
(ii) Expenditure in handling appeal review applications for the year ($ million)	1.0		1.1		1.1		1.1		1.3	
(iii) Fees refunded to applicants ($)	6,376		5,579		2,439		3,348		7,830	

Appendix 3

The number of candidates with SEN sitting for HKDSE Examinations from 2015 to 2019

(i) Number of candidates by subject entry	2015	2016	2017	2018	2019*
Category A:					
Biology	317	371	441	513	576
Business, Accounting and Financial Studies (Accounting)	188	210	238	255	290
Business, Accounting and Financial Studies (Business Management)	101	110	108	118	151
Chemistry	308	347	429	472	594
Chinese History	162	205	241	281	324
Chinese Language	1 671	1 954	2 342	2 581	2 951
Chinese Literature	27	48	52	41	56
Combined Science (Biology, Chemistry)	52	35	30	39	43
Combined Science (Biology, Physics)	3	0	1	2	0
Combined Science (Chemistry, Physics)	22	20	28	35	18
Design and Applied Technology	64	74	86	76	88
Economics	295	338	382	410	443
English Language	1 687	1 998	2 373	2 625	3 009
Ethics and Religious Studies	28	34	53	40	62
Geography	252	284	334	412	486
Health Management and Social Care	30	42	43	52	69
History	134	176	206	261	240
Information and Communication Technology	274	337	425	441	562
Integrated Science	7	7	11	15	10
Liberal Studies	1 653	1 944	2 324	2 569	2 944
Literature in English	2	6	3	7	6
Mathematics Compulsory Part	1 677	1 971	2 340	2 609	2 976

Mathematics Extended Part (Algebra and Calculus)	126	121	146	181	200
Mathematics Extended Part (Calculus and Statistics)	80	72	81	80	113
Music	7	10	9	15	15
Physical Education	34	46	71	71	74
Physics	323	365	421	519	620
Technology and Living (Fashion, Clothing and Textiles)	5	7	6	3	2
Technology and Living (Food Science and Technology)	15	10	23	13	12
Tourism and Hospitality Studies	101	168	208	222	258
Visual Arts	175	216	257	286	346

	2015	2016	2017	2018	2019*
Category B:					
Accounting in Practice	-	-	-	7	3
Animal Care	-	-	-	2	7
Applied Psychology	3	4	11	13	14
Automotive Technology	7	8	12	10	8
Aviation Studies	15	30	20	36	37
Building Facilities Engineering	7	-	-	-	-
Building Technology	-	2	2	0	-
Business Data Analysis	-	-	-	-	1
Child Care and Education	11	6	10	10	15
Chinese for the Service Industry	-	-	1	1	2
Commercial Comic Art	7	12	22	-	-
Computer Forensic Technology	-	-	0	3	3
Computer Game and Animation Design	-	17	24	29	43
Electrical and Energy Engineering	-	-	7	9	9
Electronic Product Design in Action	2	-	-	-	-
Entrepreneurship for SME	-	-	6	5	3
Environmental Engineering	3	0	-	-	-
Events Planning and Operation	8	-	-	-	-
Exercise Science and Health Fitness	4	-	4	5	12
Exploring Psychology	2	7	2	-	-
Fashion and Image Design	-	-	18	17	16
Film and Video Studies	21	24	23	22	29
Financial Markets and Operations	-	2	0	-	-
Food and Beverage Operations	-	10	14	13	-
Foundation in Chinese Medicine	4	2	2	4	12

Fundamental Cosmetology	14	12	13	14	9
Fundamental Health Care	0	1	0	-	-
Health Care Practice	8	8	8	16	12
Hospitality Services in Practice	12	14	14	16	22
Hotel Operations	24	18	17	24	21
Image Design	6	18	-	-	-
Innovative Product Design	4	-	-	-	-
Interior Design	-	5	5	9	15
Internet of Everything Application	-	-	-	-	7
Introduction to Cantonese Opera	-	0	1	0	-
Introduction to Theatre Arts	3	2	-	-	-
Jewellery and Accessories Design	-	-	-	8	3
Jewellery Arts and Design	3	2	5	-	-
Law Enforcement in Hong Kong	-	2	1	5	5
Magazine Editing and Production	-	-	1	0	2
Marketing and Online Promotion	-	-	1	4	3
Marketing in Global Trade	2	3	-	-	-
Medical Laboratory Science	1	4	3	4	-
Mobile and Online Apps Development	4	1	9	-	-
Multimedia Entertainment Studies	9	-	-	-	-
Pâtisserie and Café Operations	-	-	-	18	35
Practical Chinese in Hospitality	-	-	0	1	2
Practical Computerised Accounting	1	4	2	-	-
Applied Psychology	-	-	-	9	7
Public Relations and Advertising	1	0	-	-	-
Public Relations and Communication	-	-	-	-	4
Purchasing and Merchandising	6	2	-	-	-
Radio Host and Programme Production	5	9	1	-	-

Retail Management	2	-	-	-	-
Sports and Fitness Coaching	-	6	11	8	19
Taking a Chance on Dance	3	1	3	3	3
The Essentials of Dramatic Arts	-	-	2	7	8
TV Infotainment Production	2	7	-	-	-
Understanding Hong Kong Law	1	-	-	-	-
Western Cuisine	70	54	82	92	86

	2015	2016	2017	2018	2019*
Category C:					
French Language	1	0	0	1	1
German Language	1	0	0	0	1
Japanese Language	2	2	8	13	18
Spanish Language	0	0	1	1	1
Urdu Language	0	1	0	0	3
(ii) Total no. of students (applications approved)	1 746	2 047	2 442	2 666	3 067

* Figures as at March 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3988)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the school years from 2014/15 to 2018/19:

(1) the total number of school age children admitted to kindergartens (KGs) and the percentage they represent;

(2) the number of students studying K1 in each of the 18 districts in each of the school years and the total;

(3) the number of local non-profit-making KGs joining the Pre-primary Education Voucher Scheme/Free Quality Kindergarten Education Scheme, local non-profit-making KGs not joining the Pre-primary Education Voucher Scheme/Free Quality Kindergarten Education Scheme, local private independent KGs, and non-local/international KGs, together with the respective and total number of students and teachers;

(4) the year-on-year increase/decrease in the number and percentage of KGs switching from private independent status to non-profit-making nature, and the cumulative total; the number of local KG-cum-child care centres and the number of KG-cum-child care centres that have joined the Pre-primary Education Voucher Scheme/Free Quality Kindergarten Education Scheme, and the number of teachers and students in them; and

(5) the number of KGs/nursery schools operating whole-day service in the territory, and the number of teachers and students involved; the number of KGs/nursery schools operating whole-day service under the Pre-primary Education Voucher Scheme/Free Quality Kindergarten Education Scheme, the number of teachers and students in them, and the percentage these students represent in the total number of students under the respective subsidy scheme.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 70)

Reply:

For the 2014/15 to 2018/19 school years,

(1) the respective total number of children attending kindergartens (KGs) and the gross enrolment ratios of participation in KG education are tabulated at Appendix 1;

(2) the respective number of K1 students attending KGs by District Council district is tabulated at Appendix 2;

(3) the respective number of local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS)/KG education scheme (KG Scheme), NPM KGs not joining the PEVS/KG Scheme, local private independent (PI) KGs and non-local KGs, as well as the respective number of teachers and students in these KGs are tabulated at Appendix 3;

(4) the respective increase/decrease in the number of PI KGs converted to NPM KGs for joining the PEVS/KG Scheme, such change in percentage and the actual accumulated number are tabulated at Appendix 4; 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/KG Scheme, and the number of teachers and students in these KG-cum-CCCs are tabulated at Appendix 5; and

(5) the respective number of local KGs/KG-cum-CCCs with whole-day (WD) classes and the number of their teachers and students, the respective number of KGs/KG-cum-CCCs with WD classes joining the PEVS/KG Scheme and the number of their teachers and students, and the percentage of these students among the students under the subsidy of the PEVS/KG Scheme are tabulated at Appendix 6.

Appendix 1

Total number of children attending kindergartens (KGs) and gross enrolment ratios (GER) of participation in KG education from the 2014/15 to 2018/19 school years

School Year	2014/15	2015/16	2016/17	2017/18 (Revised)	2018/19 (Provisional)
Total number of children attending KGs (Note 1)	178 119	187 155	185 799	182 995	176 245
GER (Note 2)	99.2%	98.7%	102.9%	105.9%	107.1%

Note 1: Position as at September of the respective 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 years old. GER for 2014/15 school year and GER for 2015/16 to 2018/19 school years have been compiled using the population estimates which have incorporated the benchmarking data available from the 2011 and 2016 Population Census respectively.

Number of K1 students attending kindergartens by District Council district
from the 2014/15 to 2018/19 school years

District	Number of students admitted to K1 classes				
	2014/15	2015/16	2016/17	2017/18	2018/19
Central & Western	1 925	2 247	2 149	2 146	2 222
Wan Chai	2 349	2 341	2 387	2 469	2 472
Eastern	4 300	4 470	3 871	3 926	3 751
Southern	1 654	1 696	1 432	1 510	1 462
Sham Shui Po	3 162	3 260	3 138	3 153	3 145
Yau Tsim Mong	2 225	2 285	2 085	2 228	2 220
Kowloon City	8 134	8 369	7 389	7 688	7 442
Wong Tai Sin	2 489	2 652	2 322	2 370	2 304
Kwun Tong	4 128	4 294	3 722	3 993	4 035
Tsuen Wan	2 306	2 547	2 357	2 437	2 348
Tuen Mun	4 524	4 611	3 919	4 008	3 981
Yuen Long	5 779	6 070	5 118	5 421	5 276
North	4 501	4 239	3 085	2 981	2 906
Tai Po	2 276	2 425	2 136	2 232	2 226
Sha Tin	4 790	5 331	4 668	4 917	4 779
Sai Kung	3 087	3 376	3 016	3 143	2 937
Islands	1 164	1 246	1 262	1 255	1 259
Kwai Tsing	3 576	3 864	3 299	3 473	3 403
Total	62 369	65 323	57 355	59 350	58 168

Number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS)/KG education scheme (KG Scheme), NPM KGs not joining the PEVS/KG Scheme, local private independent (PI) KGs and non-local KGs, and the number of teachers and students in these KGs from the 2014/15 to 2018/19 school years

2014/15 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	724	9 782	132 829
NPM KGs not joining the PEVS	36	738	11 905
Local PI KGs	114	1 566	22 021
Non-local KGs	104	807	9 642
Total	978	12 893	176 397

2015/16 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	732	10 211	139 127
NPM KGs not joining the PEVS	34	752	11 820
Local PI KGs	106	1 517	20 988
Non-local KGs	128	1 072	13 463
Total	1 000	13 552	185 398

2016/17 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	745	10 622	141 127
NPM KGs not joining the PEVS	26	609	9 597
Local PI KGs	105	1 513	19 686
Non-local KGs	138	1 186	13 622
Total	1 014	13 930	184 032

2017/18 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the KG Scheme	748	10 838	138 771
NPM KGs not joining the KG Scheme	25	594	9 338
Local PI KGs	108	1 462	18 923
Non-local KGs	149	1 261	14 115
Total	1 030	14 155	181 147

2018/19 school year (provisional)

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the KG Scheme	753	10 863	132 960
NPM KGs not joining the KG Scheme	26	581	8 840
Local PI KGs	105	1 442	18 095
Non-local KGs	149	1 259	14 507
Total	1 033	14 145	174 402

Note: Local PI KGs and non-local KGs are not eligible to join the KG Scheme.

Appendix 4

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)/KG education scheme (KG Scheme), such change in percentage and the actual accumulated number from the 2014/15 to 2018/19 school years

	School Year	2014/15	2015/16	2016/17	2017/18	2018/19
PI KGs converted to NPM KGs for joining the PEVS/KG Scheme	Increase in number	0	0	0	0	0
	Decrease in number (Note)	3	1	1	0	0
	Accumulated number	99	98	97	97	97
	Change in percentage	-2.9%	-1.0%	-1.0%	0.0%	0.0%

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)/ KG education scheme (KG Scheme) and number of teachers and students in these KG-cum-CCCs from the 2014/15 to 2018/19 school years

2014/15 school year

No. of KG-cum-CCCs	447
No. of KG-cum-CCCs joining the PEVS	351
No. of teachers in KG-cum-CCCs joining the PEVS	3 868
No. of students in KG-cum-CCCs joining the PEVS	42 967

2015/16 school year

No. of KG-cum-CCCs	443
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	4 091
No. of students in KG-cum-CCCs joining the PEVS	44 937

2016/17 school year

No. of KG-cum-CCCs	451
No. of KG-cum-CCCs joining the PEVS	364
No. of teachers in KG-cum-CCCs joining the PEVS	4 349
No. of students in KG-cum-CCCs joining the PEVS	46 554

2017/18 school year

No. of KG-cum-CCCs	452
No. of KG-cum-CCCs joining the KG Scheme	360
No. of teachers in KG-cum-CCCs joining the KG Scheme	4 432
No. of students in KG-cum-CCCs joining the KG Scheme	45 217

2018/19 school year (provisional)

No. of KG-cum-CCCs	450
No. of KG-cum-CCCs joining the KG Scheme	359
No. of teachers in KG-cum-CCCs joining the KG Scheme	4 461
No. of students in KG-cum-CCCs joining the KG Scheme	43 534

Appendix 6

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)/ KG education scheme (KG Scheme) and number of teachers and students in these KGs/KG-cum-CCCs, and the percentages (%) among the students under the subsidy of the PEVS/KG Scheme from the 2014/15 to 2018/19 school years

All KGs/KG-cum-CCCs with WD classes

School Year	2014/15	2015/16	2016/17	2017/18	2018/19 (Provisional)
Number of KGs/ KG-cum-CCCs	667	649	649	653	661
Number of teachers	8 540	8 623	8 789	8 920	8 873
Number of students	46 556	47 083	47 502	49 327	50 004

KGs/KG-cum-CCCs joining the PEVS/KG Scheme with WD classes

School Year	2014/15	2015/16	2016/17	2017/18	2018/19 (Provisional)
Number of KGs/ KG-cum-CCCs	607	597	599	600	610
Number of teachers	7 727	7 848	8 081	8 178	8 207
Number of students under the subsidy of the PEVS/KG Scheme and % (in brackets) to all KG students under the subsidy of the PEVS/KG Scheme	42 873 (32.2%)	43 652 (31.4%)	44 132 (31.5%)	46 897 (34.0%)	47 544 (36.0%)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3990)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the average numbers of teaching periods and teaching hours for teachers in government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools each year from the 2016/17 to 2018/19 school years? Please provide the information in the table below:

	2016/17 School Year		2017/18 School Year		2018/19 School Year	
	Average no. of teaching periods	Average no. of teaching hours	Average no. of teaching periods	Average no. of teaching hours	Average no. of teaching periods	Average no. of teaching hours
Government secondary school teachers						
Government primary school teachers						
Aided secondary school teachers						
Aided primary school teachers						
DSS secondary school teachers						
DSS primary school teachers						
Special school teachers						

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 83)

Reply:

The average number of teaching periods for teachers in government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools, as well as special schools, per cycle for the school years from 2016/17 to 2018/19 is tabulated below:

Average number of teaching periods per cycle per teacher*

	2016/17	2017/18	2018/19 (Estimate)
Government secondary school teachers	24	24	24
Government primary school teachers	26	25	25
Aided secondary school teachers	25	25	25
Aided primary school teachers	26	25	25
DSS secondary school teachers	22	22	23
DSS primary school teachers	22	22	21
Special school teachers	26	26	26

* In compiling the above figures, principals and teachers without teaching periods are excluded. The number of school days per cycle (ranging from 5 to 10 days) and the length of each teaching period may vary from school to school. Also, the number of school days per cycle may vary across school years.

Note: The Education Bureau does not keep track of the actual numbers of teaching days and teaching hours per period per teacher. Hence, statistics on the annual average numbers of teaching periods and hours per teacher are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3991)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please give a breakdown of the number of special school students who were able to pursue further studies (in post-secondary institutions, vocational training schools and so on) after completing secondary education by category of special school, by 18 districts and by type of the institution where they pursued further studies in the past 5 school years (from the 2014/15 to 2018/19 school years); and

(2) What policies were adopted by the Government in the past 5 school years (from the 2013/14 to 2017/18 school years) to support special school students in pursuing further studies? What new policies will be introduced in the future? How much public funds are involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 85)

Reply:

(1) and (2)

In general, special schools will help their students plan and apply for post-school placement in accordance with their interests, capabilities and needs. The number of students who have completed secondary education and pursued further studies or vocational training, with breakdown by type of special schools, as collected from different types of special schools, from the 2014/15 to 2017/18 school years is set out at the Appendix. As the current school year is still not finished, we are unable to provide the relevant information on special school leavers for the 2018/19 school year. Apart from pursuing further studies and vocational training, special school leavers may also receive vocational rehabilitation service, day training service, day care service, etc. As post-school placement for special school

students does not have any relationship with the districts where the students study, providing the figures by district is not meaningful.

The Education Bureau (EDB) 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. The relatively smaller class size of special schools (ranging from 8 to 15 per class in different types of special schools) facilitates teachers to provide more individualised support to cater for students' diversity.

Besides, the EDB provides additional resource teachers and specialists including speech therapist, physiotherapist, occupational therapist, educational psychologist, school nurse, school social worker, etc. for the schools to cater for various needs of the students. With a view to enhancing the quality of learning and teaching in special schools, we have been improving the interface between basic and senior secondary education for students with intellectual disability (ID) and strengthening teacher professional development through various projects. A number of measures have been introduced to further enhance the education services provided by special schools for their students since the 2014/15 school year. They include providing additional teacher assistants for schools for children with ID, schools for children with physical disability, the school for children with visual impairment (VI) cum ID as well as the psychiatric classes of the Hospital School; reducing progressively the class size to 12 students per class for the school for children with VI and schools for social development. Starting from the 2016/17 school year, the EDB has also allowed special schools operating senior secondary levels to convert the Senior Secondary Curriculum Support Grant and/or the Career and Life Planning Grant into regular teaching posts. With effect from the 2019/20 school year, the regular teaching posts converted from the two grants will be counted towards the calculation of promotion post entitlement in order to strengthen the middle management manpower for taking relevant education initiatives forward.

The actual/estimated expenditure on special education from the 2013-14 to 2018-19 financial years is as follows:

Financial Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 (revised estimate)
Expenditure ($ million)	1,822.5	2,010.8	2,190.0	2,292.9	2,463.1	2,712.7

Appendix

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2014/15 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	2	4	0	0	0	0	6
	The Hong Kong Institute of Vocational Education	3	10	1	0	0	0	0	14
	Yi Jin Project	0	0	1	0	0	0	0	1
	Youth College	0	1	0	0	1	0	0	2
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	0	0	0	1
	Hospitality Industry Training and Development Centre	0	0	1	0	0	0	0	1
	Hong Kong Institute of Technology	0	0	1	0	0	0	0	1
	School of Business and Information Systems	0	0	2	0	0	0	0	2
	Others (Not Specified)	0	0	2	0	0	0	0	2
Vocational Training	Shine Skills Centre	2	14	0	0	96	4	0	116
	Integrated Vocational Training Centre	3	0	0	0	66	1	0	70
	Integrated Vocational Training Centre - Residential Service	0	0	0	1	11	10	0	22
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	0	0	0	5	7	0	12
Total		8	27	13	1	179	22	0	250

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

Appendix
(Cond't)

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2015/16 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	12	7	0	0	0	0	19
	The Hong Kong Institute of Vocational Education	2	9	1	0	0	0	0	12
	Yi Jin Project	0	3	4	0	0	0	0	7
	Youth College	0	1	2	0	0	0	0	3
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	1	0	0	2
Vocational Training	Shine Skills Centre	0	19	0	0	101	11	0	131
	Integrated Vocational Training Centre	1	1	0	0	43	1	0	46
	Integrated Vocational Training Centre - Residential Service	0	0	0	0	2	0	0	2
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	2	0	0	4	0	0	6
Total		3	47	15	0	151	12	0	228

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

Appendix
(Cond't)

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2016/17 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	6	6	0	0	0	0	12
	The Hong Kong Institute of Vocational Education	3	5	0	0	0	0	0	8
	Yi Jin Project	0	2	1	0	0	0	0	3
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	0	0	0	1
	Pro-Act Training and Development Centres	0	0	0	0	1	0	0	1
Vocational Training	Shine Skills Centre	2	12	0	0	111	10	0	135
	Integrated Vocational Training Centre	2	1	0	0	71	3	0	77
	Integrated Vocational Training Centre - Residential Service	0	0	0	0	3	2	0	5
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	0	0	0	1	0	0	1
Total		7	26	8	0	187	15	0	243

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

Appendix
(Cond't)

Number of students in special schools who have completed secondary education and pursued further studies or vocational training from the 2014/15 to 2017/18 school years

2017/18 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	4	7	0	0	0	0	11
	The Hong Kong Institute of Vocational Education	1	6	0	0	0	0	0	7
	School of Business and Information Systems	3	0	0	0	0	0	0	3
	Yi Jin Project	0	0	0	0	1	0	0	1
	Youth College	2	0	1	0	0	0	0	3
Vocational Training	Shine Skills Centre	6	11	0	0	118	24	0	159
	Integrated Vocational Training Centre	2	1	0	0	52	1	0	56
	Integrated Vocational Training Centre - Residential Service	0	0	0	0	5	1	0	6
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ "Enhancing Employment of People with Disabilities through Small Enterprise" Project	0	0	0	0	2	0	0	2
Total		14	22	8	0	178	26	0	248

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 of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in mainstream schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3992)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Regarding the promotion of National Education, what were the Government's expenditures in the past 5 school years (from 2014/15 to 2018/19) and what is the estimated expenditure for the 2019/20 school year?

(2) For how many students and teachers at kindergarten, primary, secondary and post-secondary level did the Education Bureau separately provide Mainland exchange programmes in the past 5 school years (from 2014/15 to 2018/19)? Please give separate figures on the number of exchange programmes, the number of participating students and teachers, and the amount of public funding involved; and

(3) What was the staffing on the establishment of the Moral, Civic and National Education Section under the Curriculum Development Institute of the Education Bureau in the past 5 school years (from 2014/15 to 2018/19) and what is the staffing for the same in the 2019/20 school year? What is the amount of public funding involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 86)

Reply:

(1)
The expenditure for the Mainland exchange programmes in the past 5 school years (2014/15 to 2018/19) and the 2019/20 school year is as follows:

School year	Expenditure ($ million)[@]	
	Programmes for primary and secondary school students	Programmes for primary and secondary school teachers
2014/15	52.7	1.1
2015/16	61.9	1.5
2016/17	64.2	2.9
2017/18 [#]	85.4	5.5
2018/19 [*]	103.3	8.7
2019/20 [++]	115	13.2

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the Education Bureau (EDB)

[#] Actual figures revised from last year's estimates

[*] Provisional figures

[++] Estimated figures

National education in the wider context also includes learning about various aspects of our country from an appropriate perspective through different subjects. There are references to our country's history, culture, geographic features, development, etc. in the curriculum content of History, General Studies, Chinese Language, Geography and even Music and Arts. Moreover, elements that enable a better understanding of our country are added to different life-wide learning activities, such as activities related to the Hong Kong Special Administrative Region Establishment Day or National Day. The EDB provides support for schools in various areas. The relevant expenditure is subsumed under the recurrent expenditure of the EDB and cannot be identified separately.

(2) The number of post-secondary, secondary and primary school students who participated in Mainland exchange programmes in the past 5 school years (from the 2014/15 to 2018/19 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[Δ]	Secondary students	Primary students	Post-secondary students	Secondary students	Primary students
2014/15	4 000	31 700	18 900	12.0	40.1	12.6
2015/16	3 900	35 800	23 400	11.9	46.8	15.1
2016/17	3 400	35 300	24 500	10.4	50.3	13.9
2017/18[#]	2 700	40 200	26 800	8.4	57.6	27.8
2018/19[*]	2 200	40 200	33 600	6.7	64.0	39.3

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

[#] Actual figures revised from last year's estimates

[*] Provisional figures

[Δ] Only data related to the Pilot Mainland Experience Scheme for Post-secondary Students is included. There are other schemes that provide subsidies for students to join

Mainland exchange progammes. As the scope of these subsidy schemes also covers exchange activities outside the Mainland, statistics only relevant to exchange activities in the Mainland are not available.

The number of post-secondary, kindergarten, primary and secondary school teachers who participated in teachers' Mainland exchange programmes in the past 5 school years (from the 2014/15 to the 2018/19 school years) and the expenditure involved are shown below:

School Year	Number of post-secondary, kindergarten, primary and secondary school teachers (rounded down to the nearest ten)	Expenditure ($million) [@]
2014/15	260	1.1
2015/16	410	2.1
2016/17	690	2.9
2017/18[#]	910	6.3
2018/19[*]	1 950	9.4

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

[#] Actual figures revised from last year's estimates

[*] Provisional figures

No kindergarten students took part in the Mainland exchange programmes in the past 5 school years.

(3)

The Moral, Civic and National Education (MCNE) Section is responsible for the planning and development of values education such as moral and civic education, national education (including Basic Law education), life education, sex education, anti-drug education, as well as environmental education. The establishment of the MCNE Section included 10 curriculum development officers at various ranks in the 2015/16 to 2017/18 school years as well as 9 curriculum development officers at various ranks in the 2014/15 school year. At present, the establishment of the MCNE Section includes 11 curriculum development officers at various ranks and the staffing provision may change subject to the needs of curriculum development in future. Expenditures for the related curriculum development work of the MCNE Section which include provision of professional development programmes for school heads and teachers, production of learning and teaching resources, and provision of learning activities for students, are subsumed under the recurrent expenditure of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the public funding for the ongoing curriculum development work undertaken by the MCNE Section.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3993)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list all items with unspent provision on education (including provision for schools (listed by the subsidy to schools, institutions and kindergartens), student financial assistance, capital works expenditure, non-recurrent expenditure, etc.), the amount unspent/overspent and the percentage of its actual expenditure over the estimates from 2014/15 to 2018/19.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 87)

Reply:

The breakdown of unspent provision on education from 2014-15 to 2018-19 by broad categories 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.

Annex

Education Expenditure in 2014-15 to 2018-19

	2014-15		2015-16		2016-17		2017-18		2018-19 Revised Estimate	
	Amount Unspent/ Overspent (-) (% over Approved Estimate) $ million	**% of Actual Expenditure over Approved Estimate**	**Amount Unspent/ Overspent (-) (% over Approved Estimate) $ million**	**% of Actual Expenditure over Approved Estimate**	**Amount Unspent/ Overspent (-) (% over Approved Estimate) $ million**	**% of Actual Expenditure over Approved Estimate**	**Amount Unspent/ Overspent (-) (% over Approved Estimate) $ million**	**% of Actual Expenditure over Approved Estimate**	**Amount Unspent/ Overspent (-) (% over Approved Estimate) $ million**	**% of Revised Estimate over Approved Estimate**
(a) Subventions to schools/institutions/ kindergarten education										
- Subventions to schools	219 (1%)	99%	-	100%	301 (1%)	99%	229 (1%)	99%	1,108 (2%)	98%
- Subventions to institutions	-906 (-5%)	105%	-693 (-4%)	104%	-797 (-4%)	104%	-449 (-2%)	102%	-860 (-4%)	104%
- Subventions to kindergarten education	68 (3%)	97%	126 (4%)	96%	-221 (-7%)	107%	138 (3%)	97%	-89 (-1%)	101%
(b) Student financial assistance/scholarship to students and loans to students/schools/ institutions	1,001 (12%)	88%	751 (10%)	90%	1,848 (22%)	78%	-105 (-2%)	102%	919 (7%)	93%
(c) Capital works expenditure	152 (7%)	93%	-11 (-0%)	100%	301 (12%)	88%	382 (12%)	88%	1,998 (13%)	87%
(d) Operational and other non-recurrent expenditure of Education Bureau and departments under its purview	1,114 (18%)	82%	188 (3%)	97%	156 (2%)	98%	-1,144 (-19%)	119%	70 (1%)	99%
Total	1,648 (2%)	98%	361 (0%)	100%	1,588 (2%)	98%	-949 (-1%)	101%	3,146 (3%)	97%

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3994)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information about public sector primary, secondary and special schools in each of the school years from 2014/15 to 2018/19:

(a) the number of classes and school places reduced as a result of class reduction and the amount of savings involved;

(b) the number of schools and school places reduced as a result of school closure and the amount of savings involved; and

(c) (a) and (b) taken together, the number of classes and school places reduced and the total amount of savings involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 88)

Reply:

In the school years from 2014/15 to 2018/19, there has not been any reduction in the overall number of classes in government and aided primary schools and special schools, nor have any of these schools been closed. The number of classes and school places reduced in government and aided secondary schools, the number of schools closed and the savings involved in the same period are as follows:

(a) The number of classes and school places reduced in government and aided secondary schools due to reduction of classes and the savings involved

School Year	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings ($ million) (Note 1)
2014/15	289	8 670	Not applicable (Note 2)
2015/16	269	7 747	
2016/17	233	6 547	
2017/18	47	1 302	
2018/19	21	573	

(b) The number of classes and school places reduced in government and aided secondary schools due to school closure and the savings involved

School Year	No. of Schools Closed	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings ($ million) (Note 1)
2014/15	No school closure			
2015/16	2	5	144	11
2016/17	No school closure			
2017/18	1	1	28	6
2018/19	No school closure			

(c) Total number of classes and school places reduced in government and aided secondary schools due to reduction of classes or school closure and the total savings involved

School Year	Total No. of Classes Reduced	Estimated Total No. of School Places Reduced	Estimated Total Amount of Expenditure Saved ($ million) (Note 1)
2014/15	289	8 670	Not applicable (Note 2)
2015/16	274	7 891	
2016/17	233	6 547	
2017/18	48	1 330	
2018/19	21	573	

Notes:

1. Savings due to reduction of classes and school closure depend on a number of factors, such as the number of operating classes, operation overheads, maintenance cost, etc. Unless a school is closed, there cannot be proportionate adjustment in the overheads due to class reduction. In the case of school closure, the actual savings vary significantly among schools and have to be worked out on a case-by-case basis. The figures quoted above represent a very crude assessment.

2. From the 2014/15 to 2018/19 school years, the reduction of classes was mainly due to the planned changes of class structure, particularly for schools joining the Voluntary Optimisation of Class Structure Scheme (the Scheme). Since the additional expenditure for the implementation of the enhanced measures under the Scheme and the targeted relief measures for public sector secondary schools was subsumed under the overall expenditure of the Education Bureau, the total estimated savings arising from the reduction of classes are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3995)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

(a) Please give a breakdown of the number of aided and government primary and secondary schools with 1, 2, 3, 4, 5, 6, 7 or more classes at Primary 1 to Primary 6 and Secondary 1 to Secondary 6 levels by the 18 school districts in the 5 school years from 2014/15 to 2018/19.

(b) Please give a breakdown of the total number of schools with 1, 2, 3, 4, 5, 6, 7 or more Secondary 1 classes in the 4 school years from 2015/16 to 2018/19; and provide the greatest number of Secondary 1 classes operated among schools and the number of schools operating Secondary 1 classes up to this number.

(c) Please give a breakdown of the total number of schools with 1, 2, 3, 4, 5, 6, 7 or more Primary 1 classes in the 4 school years from 2015/16 to 2018/19; and provide the greatest number of Primary 1 classes operated among schools and the number of schools operating Primary 1 classes up to this number.

(d) 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 in the school years from 2015/16 to 2018/19? How many school places of Secondary 1 and /or class levels have been reduced?

(e) 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 was 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 2013/14 to 2018/19?

(f) Please give a breakdown of the number of public sector secondary schools which operate Secondary 1 classes with a standard class size of 32, 33 or 34 or other class sizes (e.g. operating 3 classes totalling 51 students or operating 2 classes totalling 26 students) by the 18 school districts in the 2018/19 school year.

(g) Please give a breakdown of the number of public sector primary schools which operate Primary 1 classes with a standard class size of 25 or 30 or other class sizes (e.g. operating 3 classes totalling 51 students or operating 2 classes totalling 26 students) by the 18 school districts in the 2018/19 school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 89)

Reply:

(a) The number of aided and government secondary and primary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 (S1) to Secondary 6 (S6) levels and Primary 1 (P1) to Primary 6 (P6) levels in the 18 school districts in the school years from 2014/15 to 2018/19 is set out at Appendices 1 to 10 respectively.

(b) The total number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more S1 classes from the 2015/16 to 2018/19 school years is as follows:

School year	No. of schools with 1 S1 class	No. of schools with 2 S1 classes	No. of schools with 3 S1 classes	No. of schools with 4 S1 classes	No. of schools with 5 S1 classes	No. of schools with 6 S1 classes	No. of schools with 7 or more S1 classes
2015/16	1	18	52	281	29	4	1
2016/17	1	27	48	271	34	4	1
2017/18	1	20	55	277	28	4	1
2018/19	1	14	56	263	47	4	1

Remark: 1 secondary school operates the most S1 classes, with 7 classes at S1 level.

(c) The total number of aided and government primary schools with 1, 2, 3, 4, 5, 6 and 7 or more P1 classes from the 2015/16 to 2018/19 school years is as follows:

School year	No. of schools with 1 P1 class	No. of schools with 2 P1 classes	No. of schools with 3 P1 classes	No. of schools with 4 P1 classes	No. of schools with 5 P1 classes	No. of schools with 6 P1 classes	No. of schools with 7 or more P1 classes
2015/16	16	50	60	159	147	19	3
2016/17	17	42	58	165	147	23	0
2017/18	12	40	45	167	156	28	4
2018/19	11	40	44	171	167	15	6

Remarks:
In the 2015/16 school year, 1 primary school operates the most P1 classes, with 8 classes at P1 level.

In the 2016/17 school year, 23 primary schools operate the most P1 classes, with 6 classes at P1 level.

In the 2017/18 school year, 2 primary schools operate the most P1 classes, with 9 classes at P1 level.

In the 2018/19 school year, 1 primary school operates the most P1 classes, with 9 classes at P1 level.

(d) As of the 2018/19 school year, there is a total of 220 schools under the Voluntary Optimisation of Class Structure Scheme (the Scheme) (excluding 1 school which joined the Direct Subsidy Scheme in the 2013/14 school year and is thus considered having left the Scheme).

There are generally 2 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 S1 to S6 levels) and 8 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 number of S1 classes reduced and estimated number of school places reduced under the Scheme from the 2015/16 to 2018/19 school years are as follows:

School year	No. of S1 classes reduced	Estimated no. of S1 school places reduced [Note]
2015/16	218	6 278
2016/17	212	5 957
2017/18	218	6 039
2018/19	213	5 815

Note: The estimated number of S1 places reduced is calculated by multiplying the number of S1 classes reduced by the average class size of secondary schools of the year concerned. The average class sizes of secondary schools in the 2015/16, 2016/17, 2017/18 and 2018/19 school years are 28.8, 28.1, 27.7 and 27.3 respectively.

While the approved number of S1 classes after reduction will be carried forward to upper class levels, the Scheme does not require schools to reduce classes voluntarily at other class levels in the same school year. Thus, under the Scheme, the number of classes and school places reduced at class levels other than S1 is nil.

(e) Schools joining the Scheme are given a maximum quota of 6 teaching posts during the six-year transitional period. After the six-year transitional period, the teaching post quota will be withdrawn gradually over 3 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 number of teachers who have remained in the schools as a result of the freeze of teaching establishment.

(f) The number of aided and government secondary schools by average class size in the 18 school districts in the 2018/19 school year is set out at Appendix 11.

(g) The number of aided and government primary schools by average class size in the 18 school districts in the 2018/19 school year is set out at Appendix 12.

Appendix 1

Number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 6 levels by district in the 2014/15 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	5	6	6	6	4	3	3	3	3	3	5	6	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	0	0	0	0	0	0	4	3	1	1	2	1	5	4	5	5	4	5	15	20	18	21	12	6	4	1	4	1	10	16	0	0	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	2	4	4	4	4	0	0	1	1	1	1	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	1	19	19	19	19	8	8	6	6	6	6	15	15	1	1	1	1	3	4	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	1	0	0	0	0	0	3	3	3	3	3	3	27	28	28	28	11	8	0	0	0	0	17	20	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	0	0	2	2	1	1	1	1	22	22	23	23	8	7	3	3	3	3	18	19	0	0	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	15	16	15	16	2	2	1	0	1	0	14	14	0	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	1	1	0	0	1	0	3	2	1	1	0	1	15	16	18	18	5	3	0	0	0	0	13	15	0	0	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	0	0	0	13	13	13	13	6	6	2	2	2	2	8	8	1	1	1	0	1	1	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	0	0	0	0	1	8	7	7	7	7	6	25	26	26	26	10	7	5	5	5	5	21	25	0	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	0	4	1	1	2	1	1	2	5	2	1	2	2	6	6	9	9	8	9	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	0	1	1	5	2	5	5	4	4	0	3	13	13	13	13	1	0	0	0	0	0	12	13	0	0	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	0	0	0	13	13	13	13	4	2	0	0	0	0	9	11	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	1	1	0	4	2	1	2	3	2	9	8	9	8	7	7	24	27	27	27	8	10	0	0	0	0	19	19	0	0	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	0	0	0	11	11	11	11	9	8	1	1	1	1	3	4	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	0	0	5	3	3	3	3	2	15	18	17	18	12	10	3	2	3	2	8	11	0	0	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	0	0	0	9	10	9	10	5	5	3	2	3	2	7	7	1	1	1	1	1	1	0	0	0	1	1	1
Yuen Long	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	0	28	28	28	28	3	4	4	4	4	3	28	29	0	0	0	1	1	1	0	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.

Appendix 2

Number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 6 levels by district in the 2015/16 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	5	5	6	6	6	4	3	3	3	3	3	5	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	0	0	0	0	0	0	3	3	2	1	1	2	5	5	4	4	4	3	17	14	19	17	20	11	1	4	1	4	1	10	0	0	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	1	0	0	0	0	0	0	1	1	2	1	1	1	1	1	3	4	4	4	4	0	1	1	1	1	1	5	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	19	19	19	19	19	8	6	6	6	6	6	15	1	1	1	1	1	3	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	1	1	0	0	0	0	3	3	3	3	3	3	27	27	28	28	28	11	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	1	1	1	22	22	22	23	23	8	3	3	3	3	3	18	0	0	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	16	15	16	15	16	2	0	1	0	1	0	14	0	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	1	1	1	0	0	1	3	3	2	1	1	0	15	15	16	18	18	5	0	0	0	0	0	13	0	0	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	1	0	0	0	0	0	12	13	13	13	13	6	2	2	2	2	2	8	1	1	1	0	0	1	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	1	0	0	0	0	0	8	8	7	7	7	7	24	25	26	26	26	10	5	5	5	5	5	21	0	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	0	4	4	1	2	2	1	2	2	5	1	1	2	6	6	6	9	9	8	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	1	0	0	1	1	5	4	5	5	4	4	0	13	13	13	13	13	1	0	0	0	0	0	12	0	0	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	0	0	0	13	13	13	13	13	4	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	1	1	5	4	2	1	2	3	8	9	8	9	8	7	24	24	27	27	27	8	0	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	1	12	12	12	12	12	10	1	1	1	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	1	0	0	0	0	0	4	5	3	3	3	3	16	15	18	17	18	12	2	3	2	3	2	8	0	0	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	1	0	0	0	0	0	9	9	10	9	10	5	2	3	2	3	2	7	1	1	1	2	1	1	0	0	0	0	1	1
Yuen Long	0	0	0	0	0	0	0	0	0	0	0	0	3	2	2	2	2	2	28	28	28	28	28	3	3	4	4	4	3	28	0	0	0	0	1	1	0	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.

Appendix 3

Number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 6 levels by district in the 2016/17 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Central & Western	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	5	5	5	6	6	6	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	0	0	0	0	0	0	3	3	3	2	1	1	6	5	5	4	4	4	13	17	14	19	17	20	4	1	4	1	4	1	0	0	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	1	1	0	0	0	0	0	0	1	2	2	1	1	1	1	3	3	4	4	4	4	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	1	0	0	0	0	0	1	2	2	2	2	2	19	19	19	19	19	19	6	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	1	1	1	0	0	0	3	3	3	3	3	3	27	27	27	28	28	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	1	1	22	22	22	22	23	23	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	15	16	15	16	15	16	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	1	1	1	1	0	0	3	3	3	2	1	1	15	15	15	16	18	18	0	0	0	0	0	0	0	0	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	1	1	0	0	0	0	12	12	13	13	13	13	2	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	1	1	0	0	0	0	8	8	8	7	7	7	24	24	25	26	26	26	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	0	5	4	4	1	2	2	1	2	2	5	1	1	6	6	6	6	9	9	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	1	1	0	0	1	1	4	4	5	5	4	4	13	13	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	12	13	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	0	1	10	5	4	2	1	2	3	8	9	8	9	8	24	24	24	27	27	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	12	12	12	12	12	12	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	1	1	0	0	0	0	5	4	5	3	3	3	14	16	15	18	17	18	3	2	3	2	3	2	0	0	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	2	1	0	0	0	0	8	9	9	10	9	10	2	2	3	2	3	2	1	1	1	2	2	1	0	0	0	0	0	1
Yuen Long	0	0	0	0	0	0	1	0	0	0	0	0	3	3	2	2	2	2	27	28	28	28	28	28	3	3	4	4	4	3	0	0	0	0	0	1	0	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.

Appendix 4

Number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 6 levels by district in the 2017/18 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Central & Western	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	5	5	5	5	6	6	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	0	0	0	0	0	0	3	3	3	3	2	1	6	6	5	5	4	4	16	13	17	14	19	17	1	4	1	4	1	4	0	0	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	1	1	1	0	0	0	0	0	0	2	2	2	1	1	1	3	3	3	4	4	4	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	1	0	0	0	0	2	1	2	2	2	2	19	19	19	19	19	19	6	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	2	1	1	1	0	0	2	3	3	3	3	3	27	27	27	27	28	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	1	22	22	22	22	22	23	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	16	15	16	15	16	15	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	1	1	1	1	1	0	3	3	3	3	2	1	15	15	15	15	16	18	0	0	0	0	0	0	0	0	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	1	1	1	0	0	0	12	12	12	13	13	13	2	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	1	1	0	0	0	9	8	8	8	7	7	24	24	24	25	26	26	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	0	4	5	4	4	1	2	2	1	2	2	5	1	6	6	6	6	6	9	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	1	1	0	0	1	5	4	4	5	5	4	13	13	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	12	12	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	0	0	7	10	5	4	2	1	6	3	8	9	8	9	24	24	24	24	27	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	1	12	12	12	12	12	12	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	1	1	1	0	0	0	5	5	4	5	3	3	15	14	16	15	18	17	2	3	2	3	2	3	0	0	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	2	2	1	0	0	0	9	8	9	9	10	9	1	2	2	3	2	3	1	1	1	2	2	2	0	0	0	0	0	0
Yuen Long	0	0	0	0	0	0	0	1	0	0	0	0	4	3	3	2	2	2	27	27	28	28	28	28	3	3	3	4	4	4	0	0	0	0	0	0	0	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.

Appendix 5

Number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 6 levels by district in the 2018/19 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Central & Western	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	5	5	5	5	5	6	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	0	0	0	0	0	0	3	3	3	3	3	2	6	6	6	5	5	4	13	16	13	17	14	19	4	1	4	1	4	1	0	0	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	1	1	1	1	0	0	0	0	0	1	2	2	2	1	1	3	3	3	3	4	4	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	1	0	0	0	2	2	1	2	2	2	19	19	19	19	19	19	6	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	1	2	1	1	1	0	3	2	3	3	3	3	27	27	27	27	27	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	22	22	22	22	22	22	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	5	16	15	16	15	16	14	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	0	1	1	1	1	1	4	3	3	3	3	2	15	15	15	15	15	16	0	0	0	0	0	0	0	0	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	1	1	1	1	0	0	12	12	12	12	13	13	2	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	0	1	1	0	0	9	9	8	8	8	7	24	24	24	24	25	26	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	0	4	4	5	4	4	1	2	2	1	2	2	5	6	6	6	6	6	6	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	0	1	1	0	0	2	5	4	4	5	5	16	13	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	12	12	12	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	0	0	4	7	10	5	4	2	9	6	3	8	9	8	24	24	24	24	24	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	12	12	12	12	12	12	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	1	1	1	0	0	6	5	5	4	5	3	14	15	14	16	15	18	3	2	3	2	3	2	0	0	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	3	2	2	1	0	0	7	9	8	9	9	10	2	1	2	2	3	2	1	1	1	2	2	2	0	0	0	0	0	0
Yuen Long	0	0	0	0	0	0	0	0	1	0	0	0	4	4	3	3	2	2	27	27	27	28	28	28	3	3	3	3	4	4	0	0	0	0	0	0	0	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.

Appendix 6

Number of aided and government primary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Primary 1 to Primary 6 levels by district in the 2014/15 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6
Central & Western	0	0	3	2	3	2	6	5	5	6	5	6	5	6	4	4	4	4	3	3	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Eastern	0	0	2	3	3	3	3	3	3	4	2	2	3	4	3	1	2	3	12	11	10	13	13	12	5	5	6	3	4	4	2	2	1	1	1	1	0	0	0	0	0	0
Islands	8	6	6	7	6	6	3	5	4	3	3	4	2	3	4	2	4	1	2	1	1	3	2	2	1	1	1	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	1	2	2	2	3	3	5	4	4	6	6	5	5	5	7	6	6	7	10	12	12	11	10	9	8	7	5	5	5	6	1	1	1	1	1	1	1	0	0	0	0	0
Kwai Tsing	2	2	1	3	5	2	2	2	6	5	3	5	7	7	3	3	4	5	10	10	11	10	7	8	9	9	9	9	11	10	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	2	1	1	1	2	0	1	1	0	2	1	4	13	11	15	13	12	11	14	16	14	13	15	12	2	2	2	3	2	5	0	1	0	0	0	0
North	1	1	4	4	5	5	2	3	2	3	2	2	5	5	3	2	3	2	9	12	7	10	7	10	9	5	9	6	11	9	1	2	2	2	0	0	1	0	1	1	0	0
Sai Kung	0	1	1	4	5	3	2	4	9	6	5	6	6	5	0	0	1	1	2	1	1	1	0	1	12	11	11	11	11	11	0	0	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	1	2	2	3	3	3	4	4	2	2	2	2	1	2	4	3	7	9	10	8	8	7	7	5	3	3	3	4	2	2	2	2	2	2	0	0	0	0	0	0
Sha Tin	0	0	0	3	7	5	0	2	6	7	4	6	2	6	5	2	2	2	22	19	20	16	17	16	14	11	7	10	8	9	0	0	0	0	0	0	0	0	0	0	0	0
Southern	2	2	3	3	2	2	2	2	2	1	3	2	1	1	0	1	1	1	4	4	4	4	4	4	2	2	2	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	0	0	3	4	4	1	1	2	2	3	3	11	8	7	9	7	7	6	6	8	4	4	4	0	1	1	0	0	0	0	2	0	0	0	0
Tsuen Wan	2	1	2	1	3	2	2	3	3	4	1	3	3	4	4	4	5	4	9	8	7	7	7	7	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	2	4	8	5	1	3	5	8	5	7	3	2	4	3	4	7	8	15	10	8	6	6	18	11	12	10	10	8	4	3	1	1	1	0	0	0	0	0	0	1
Wan Chai	0	0	2	1	1	1	4	4	3	4	5	5	3	3	3	3	2	2	5	5	5	5	5	5	4	4	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	1	3	3	4	6	4	4	5	5	5	4	8	4	1	2	3	2	0	12	12	11	10	10	9	5	6	6	5	4	6	2	1	1	1	2	1	0	0	0	0	0	0
Yau Tsim Mong	0	1	1	3	3	2	2	2	4	3	4	6	4	4	4	4	4	4	7	6	5	4	4	3	5	6	5	5	4	4	2	1	1	1	1	1	0	0	0	0	0	0
Yuen Long	3	3	3	7	6	4	4	6	9	9	11	8	3	0	3	5	4	9	7	10	11	7	9	8	17	24	17	15	13	16	6	2	1	1	2	0	5	0	1	1	0	0

Appendix 7

Number of aided and government primary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Primary 1 to Primary 6 levels by district in the 2015/16 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6
Central & Western	0	0	0	3	2	3	6	6	5	5	6	5	4	5	6	4	4	4	4	3	3	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Eastern	1	0	0	2	3	3	3	3	3	3	4	3	1	3	4	4	2	2	14	13	12	10	13	13	6	5	5	6	3	4	1	2	2	1	1	1	0	0	0	0	0	0
Islands	6	8	6	6	7	6	3	3	5	4	3	3	4	2	3	4	2	4	1	2	1	1	3	2	2	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	2	2	2	2	2	3	3	4	4	4	6	6	7	5	5	7	6	6	11	10	13	12	11	10	6	8	6	5	5	5	1	2	1	1	1	1	1	0	0	0	0	0
Kwai Tsing	0	2	2	1	3	5	3	2	2	6	5	3	8	7	7	3	3	4	9	10	10	11	10	7	10	9	9	9	9	11	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	1	0	3	2	1	1	1	2	5	1	1	0	1	1	10	13	10	14	14	12	13	14	17	15	13	15	3	2	2	2	3	2	0	0	1	0	0	0
North	1	1	1	4	4	5	3	2	3	2	3	2	4	5	5	3	2	3	8	9	12	7	10	7	11	9	5	9	6	11	0	1	2	2	2	0	1	1	0	1	1	0
Sai Kung	1	0	1	1	4	5	2	2	4	9	6	5	4	6	5	0	0	1	3	2	1	1	1	0	12	12	11	11	11	11	0	0	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	1	2	2	3	3	3	3	3	2	2	2	2	2	3	4	9	7	9	10	8	8	5	7	5	3	3	3	2	2	2	2	2	2	0	0	0	0	0	0
Sha Tin	0	0	0	0	3	7	1	0	1	5	7	4	1	2	6	5	2	2	22	21	20	21	16	17	14	15	11	7	10	8	0	0	0	0	0	0	0	0	0	0	0	0
Southern	1	2	2	3	3	2	3	2	2	2	1	3	1	1	1	0	1	1	4	4	4	4	4	4	2	2	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	0	0	0	3	5	1	1	1	1	2	2	12	10	8	8	9	7	5	7	6	8	4	4	0	0	1	1	0	0	0	0	2	0	0	0
Tsuen Wan	1	2	1	2	1	3	3	2	3	2	3	1	3	3	4	5	5	5	9	9	8	7	7	7	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	2	4	8	1	1	3	5	8	5	2	3	2	4	3	4	14	8	15	10	8	6	13	18	11	12	10	10	3	4	3	1	1	1	1	0	0	0	0	0
Wan Chai	0	0	0	2	1	1	3	4	4	3	4	4	4	3	3	2	2	2	4	4	4	5	5	5	4	4	4	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	1	3	3	3	4	2	4	4	4	4	5	3	3	1	1	4	2	12	12	11	11	10	10	9	5	6	7	5	4	1	1	2	1	1	2	0	1	0	0	0	0
Yau Tsim Mong	0	0	1	1	3	3	3	2	2	4	3	4	4	4	4	4	4	4	6	7	6	5	4	4	6	5	6	5	5	4	1	2	1	1	1	1	0	0	0	0	0	0
Yuen Long	3	3	3	3	7	7	5	4	6	9	10	11	2	3	0	3	5	4	7	7	10	11	7	9	23	18	24	17	15	13	6	6	2	1	1	2	0	4	0	1	1	0

Appendix 8

Number of aided and government primary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Primary 1 to Primary 6 levels by district in the 2016/17 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6
Central & Western	0	0	0	0	3	2	4	6	6	5	5	6	6	4	5	6	4	4	4	4	3	3	2	2	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Eastern	0	1	1	0	2	3	0	3	2	3	3	4	4	1	3	4	3	1	12	13	12	11	10	13	7	6	5	6	6	3	1	1	2	1	1	1	0	0	0	0	0	0
Islands	7	6	8	6	6	7	1	3	3	5	4	3	3	4	2	3	4	2	2	1	2	1	1	3	3	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	1	2	2	1	1	2	4	3	4	5	5	6	7	7	5	5	7	7	11	11	11	14	13	12	7	8	8	7	6	5	2	2	2	1	1	1	0	0	1	0	0	0
Kwai Tsing	0	0	2	2	1	3	1	3	2	2	6	5	9	8	7	7	3	3	10	9	10	10	11	10	10	10	9	9	9	9	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	1	1	1	4	2	1	1	1	1	4	6	2	0	0	1	10	10	13	10	12	14	14	13	14	18	17	13	2	3	2	2	2	3	0	0	0	1	0	0
North	1	1	1	1	4	4	5	3	2	3	2	3	3	4	5	5	3	2	7	8	9	12	7	10	10	11	9	5	9	6	2	0	1	2	2	2	0	1	1	0	1	1
Sai Kung	1	1	0	1	1	4	2	2	2	4	9	6	3	4	6	5	0	0	4	3	2	1	1	1	11	12	12	11	11	11	1	0	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	1	2	3	3	2	2	3	3	2	2	3	3	2	3	10	9	7	9	9	8	4	5	7	5	4	3	2	2	2	2	2	2	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	3	0	1	0	0	3	7	0	1	1	7	7	2	26	21	22	20	21	16	11	15	15	11	7	10	1	0	0	0	0	0	0	0	0	0	0	0
Southern	2	1	2	2	3	3	2	3	2	2	2	1	1	1	1	1	0	1	4	4	4	4	4	4	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	0	0	0	0	3	1	1	1	1	1	2	11	12	10	8	8	9	6	5	7	6	9	4	0	0	0	1	0	0	0	0	0	2	0	0
Tsuen Wan	2	1	2	1	2	1	1	3	2	2	2	3	2	3	3	5	4	5	10	9	9	8	8	7	6	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	2	4	1	1	1	3	5	8	2	2	3	2	4	3	14	14	8	15	10	8	15	13	18	11	12	10	2	3	4	3	1	1	0	1	0	0	0	0
Wan Chai	0	0	0	0	2	1	3	3	4	4	3	4	5	4	3	3	3	3	4	5	5	5	5	5	4	4	4	4	3	3	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	1	2	2	3	2	2	4	5	5	4	3	3	3	1	1	3	12	13	11	10	10	9	5	6	5	6	6	5	3	1	1	1	1	1	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	1	1	3	3	3	2	2	4	3	3	4	4	4	4	4	7	6	7	6	5	4	5	6	5	6	5	5	2	1	2	1	1	1	0	0	0	0	0	0
Yuen Long	3	3	3	3	4	7	6	5	4	6	9	9	0	2	3	0	3	6	7	7	7	10	11	7	26	25	18	24	17	15	4	4	6	2	1	1	0	0	4	0	1	1

Appendix 9

Number of aided and government primary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Primary 1 to Primary 6 levels by district in the 2017/18 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6
Central & Western	0	0	0	0	0	3	6	4	6	6	5	5	4	6	4	5	6	4	3	4	4	3	3	2	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	0	0
Eastern	0	0	1	1	0	2	0	0	3	2	3	3	2	4	1	3	4	3	15	12	13	12	11	10	6	7	6	5	6	6	1	1	1	2	1	1	0	0	0	0	0	0
Islands	5	7	6	8	6	6	3	1	3	3	5	4	2	3	4	2	3	4	2	2	1	2	1	1	4	3	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	1	1	2	2	1	1	4	4	3	4	5	5	6	7	7	5	5	7	12	11	11	11	14	13	8	7	8	9	7	6	1	2	2	1	1	1	0	0	0	1	0	0
Kwai Tsing	0	0	0	2	2	1	0	1	3	2	2	6	6	9	8	7	7	3	13	10	9	10	10	11	10	10	10	9	9	9	1	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	1	0	0	1	3	1	1	1	1	0	4	5	1	0	1	15	11	12	14	11	12	14	14	13	14	18	17	3	2	3	2	2	2	1	0	0	0	1	0
North	1	1	1	1	1	4	5	5	3	2	3	2	3	3	4	5	5	3	8	7	8	9	12	7	6	10	10	9	5	9	3	1	1	1	2	2	2	1	1	1	0	1
Sai Kung	0	1	1	0	1	1	0	2	2	2	4	9	5	3	4	6	5	0	3	4	3	2	1	1	13	11	12	12	11	11	1	1	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	1	0	0	0	0	1	2	3	3	2	2	3	2	2	2	3	3	2	9	10	9	7	9	9	5	4	5	7	5	4	2	2	2	2	2	2	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	0	0	0	0	3	0	0	1	1	7	7	18	23	22	22	19	21	15	14	15	14	12	7	5	1	0	1	0	0	0	0	0	0	0	0
Southern	1	2	1	2	2	3	2	2	3	2	2	2	2	1	1	1	1	0	4	4	4	4	4	4	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	12	11	12	10	8	8	6	6	5	7	6	9	0	0	0	0	1	0	0	0	0	0	2	0
Tsuen Wan	1	2	1	2	1	2	2	1	3	1	2	2	3	2	3	4	4	4	8	10	9	9	9	8	7	6	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	0	2	1	1	1	1	3	5	1	2	2	3	2	4	13	14	15	8	15	10	18	15	12	18	11	12	1	2	4	4	3	1	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	2	2	3	3	4	4	3	4	5	4	3	3	3	6	4	5	5	5	5	4	4	4	4	4	3	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	1	2	2	2	2	2	4	4	5	2	3	3	3	2	1	11	12	13	11	10	10	7	5	6	5	6	6	3	3	1	1	1	1	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	1	1	3	3	3	2	2	4	3	3	4	4	4	4	6	7	6	7	6	5	6	5	6	5	6	5	2	2	1	2	1	1	0	0	0	0	0	0
Yuen Long	2	3	3	3	3	4	7	6	5	4	7	9	0	0	2	3	0	3	9	7	7	7	10	11	24	26	25	18	24	17	3	4	4	6	2	1	1	0	0	4	0	1

Appendix 10

Number of aided and government primary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Primary 1 to Primary 6 levels by district in the 2018/19 school year

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes					
	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6
Central & Western	0	0	0	0	0	0	6	6	4	6	6	5	4	4	6	4	5	6	4	3	4	4	3	3	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	0	0
Eastern	0	0	0	1	1	0	0	0	0	3	2	3	3	2	4	1	3	4	12	15	12	13	12	11	8	6	7	6	5	6	1	1	1	1	2	1	0	0	0	0	0	0
Islands	5	5	7	6	7	6	3	3	1	3	3	4	1	2	3	3	3	4	0	0	1	2	2	1	7	6	4	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	1	1	1	2	2	1	4	4	4	3	4	5	6	6	7	7	5	5	12	12	11	11	11	14	8	8	7	9	9	7	1	1	2	1	1	1	0	0	0	0	1	0
Kwai Tsing	0	0	0	0	2	2	1	0	1	3	2	2	3	6	9	8	7	7	15	13	10	9	10	10	11	10	10	10	9	9	0	1	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	1	1	2	1	1	1	0	0	4	3	1	0	15	15	11	14	15	11	15	14	15	13	14	18	2	3	2	3	2	2	1	1	0	0	0	1
North	1	1	1	1	1	1	2	5	5	3	2	3	5	3	3	4	5	5	7	8	7	8	9	12	11	6	10	10	9	5	0	3	1	1	1	2	2	2	1	1	1	0
Sai Kung	0	0	1	1	0	1	1	0	2	2	2	4	3	5	3	4	6	5	2	4	4	3	2	1	15	12	11	12	12	11	1	1	1	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	1	0	0	0	0	2	2	2	2	1	2	2	2	3	3	3	3	11	9	10	9	8	9	4	5	4	5	7	5	2	2	2	2	2	2	0	0	0	0	0	0
Sha Tin	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	7	20	19	23	22	22	19	16	15	14	15	14	12	1	4	1	0	1	0	0	0	0	0	0	0
Southern	0	1	2	1	2	2	3	2	2	3	2	2	2	2	1	1	1	1	4	4	4	4	4	4	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Tai Po	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	8	12	12	12	10	8	10	6	6	5	7	6	0	0	0	0	0	1	1	0	0	0	0	2
Tsuen Wan	2	1	2	1	2	1	1	2	1	2	1	2	2	3	2	4	3	4	10	8	10	9	10	9	5	7	6	5	5	5	1	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	0	0	1	1	1	1	1	3	1	1	2	2	3	2	19	13	14	16	8	15	12	18	15	13	18	11	1	1	2	2	4	3	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	3	2	3	3	4	4	2	4	5	4	3	3	7	6	4	5	5	5	4	4	4	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	1	2	1	2	2	2	4	4	5	2	3	3	3	2	12	11	12	13	11	10	6	7	5	6	5	6	1	3	3	1	1	1	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	1	3	3	3	3	2	2	3	3	3	4	4	4	6	6	7	6	7	6	7	6	5	6	5	6	1	2	2	1	2	1	0	0	0	0	0	0
Yuen Long	2	2	3	3	3	3	7	7	6	5	4	7	1	0	0	2	3	0	7	9	7	7	7	10	25	24	26	25	19	24	2	3	4	4	6	2	2	1	0	0	3	0

Appendix 11

Number of aided and government secondary schools by class size at Secondary 1 level and by district in the 2018/19 school year

District	No. of schools with an average class size of 30 students or less	No. of schools with an average class size of 31 students	No. of schools with an average class size of 32 students	No. of schools with an average class size of 33 students	No. of schools with an average class size of 34 students	No. of schools with an average class size of 35 students or more
Central & Western	2	0	1	3	0	3
Eastern	14	5	3	0	0	4
Islands	5	1	1	0	0	0
Kowloon City	11	8	2	3	1	4
Kwai Tsing	13	6	12	0	0	0
Kwun Tong	6	4	13	3	0	1
North	7	1	2	9	0	0
Sai Kung	6	6	4	1	1	1
Sham Shui Po	1	3	9	2	0	1
Sha Tin	16	10	10	0	0	2
Southern	8	2	3	0	0	0
Tai Po	9	6	3	0	0	0
Tsuen Wan	4	3	3	2	0	1
Tuen Mun	16	8	13	0	0	0
Wan Chai	6	1	2	1	0	4
Wong Tai Sin	9	7	7	0	0	0
Yau Tsim Mong	6	0	5	0	1	1
Yuen Long	11	5	13	1	1	3

Appendix 12

Number of aided and government primary schools by class size at Primary 1 level and by district in the 2018/19 school year

District	No. of schools with an average class size of 25 students or less	No. of schools with an average class size of 26 students	No. of schools with an average class size of 27 students	No. of schools with an average class size of 28 students	No. of schools with an average class size of 29 students	No. of schools with an average class size of 30 students or more
Central & Western	1	1	2	0	1	11
Eastern	6	3	2	0	0	13
Islands	10	3	2	0	0	1
Kowloon City	6	0	2	1	0	23
Kwai Tsing	12	3	5	0	0	10
Kwun Tong	4	5	5	2	1	17
North	4	0	1	3	6	14
Sai Kung	10	4	8	0	0	0
Sham Shui Po	6	1	1	0	0	13
Sha Tin	6	2	0	1	1	29
Southern	6	0	3	0	1	1
Tai Po	2	0	0	0	0	17
Tsuen Wan	3	1	0	0	0	17
Tuen Mun	5	1	2	3	9	14
Wan Chai	7	1	3	0	0	5
Wong Tai Sin	12	4	6	1	0	2
Yau Tsim Mong	4	1	1	2	0	12
Yuen Long	15	4	8	0	0	19

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3996)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For the 2014/15 to 2018/19 school years, please provide the following information:

(1) The respective average, median, highest and lowest school fee charged by whole-day (WD) and half-day (HD) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) or Free Quality Kindergarten Education Scheme (KG Scheme);

(2) The respective average, median, highest and lowest school fee charged by WD and HD private independent KGs;

(3) The respective average, median, highest and lowest school fee charged by non-profit-making WD and HD KGs not joining the PEVS or KG Scheme;

(4) The respective number of WD and HD KGs joining the PEVS or KG Scheme approved to increase their school fee, and the highest, lowest and average rate of increase; and

(5) In respect of the Kindergarten Fee Remission Scheme, the annual total expenditure, and among the WD and HD students, the number of fee remission applications, the number and percentage of applications granted fee remission, and the respective number and percentage of students granted a level of remission at 50%, 75% and 100% of the school fee.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 71)

Reply:

For the 2014/15 to 2018/19 school years,

(1) the respective weighted average, median, highest and lowest school fees for whole-day (WD) and half-day (HD) classes charged by kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS)/kindergarten education scheme (KG Scheme) are tabulated at Appendix 1;

(2) the respective weighted average, median, highest and lowest school fees for WD and HD classes charged by local private independent KGs are tabulated at Appendix 2; and

(3) the respective weighted average, median, highest and lowest school fees for WD and HD classes charged by non-profit-making (NPM) KGs not joining the PEVS/KG Scheme are tabulated at Appendix 3.

(4) The respective number of NPM WD and HD KGs joining the PEVS that have been approved to increase their school fees, and the highest, lowest and average rates of increase in the weighted average school fees from the 2014/15 to 2016/17 school years are tabulated at Appendix 4. As for the 2017/18 and 2018/19 school years, since the Government has substantially increased subsidies to KGs under the KG Scheme and the funding mode is different from that of the PEVS, it is inappropriate to compare the rate of increase in school fees between the 2016/17 and 2017/18 school years. As regards the rate of increase in school fees in the 2018/19 school year, given that the overall school fees are at a low level under the KG Scheme, the percentage will change greatly even for small changes in school fees and thus providing the highest and lowest rate of increase in school fees will be misleading. Hence, it is more appropriate to provide the number of KGs with school fee increase, as well as the highest, lowest, average and median school fees. In the 2018/19 school year, there are 15 HD KGs and 300 WD KGs that have increased their school fees. The highest, lowest, average and median school fees are tabulated at Appendix 1.

(5) The respective amount of fee remission disbursed under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), the number of applications from parents with children attending KGs for fee remission under the KCFRS, the number and percentage of approved applications, and the number and percentage of students granted a level of remission at 50%, 75% and 100% of the school fee payable or the fee remission ceiling from the 2014/15 to 2018/19 school years are tabulated at Appendix 5.

Appendix 1

Weighted average, median,
highest and lowest school fees
for WD and HD classes charged by
KGs joining the PEVS/KG Scheme
from the 2014/15 to 2018/19 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19
Weighted average school fee	WD	$37,600	$41,200	$44,700	$9,500	$10,100
	HD	$23,600	$26,200	$27,800	$3,000	$3,700
Median school fee	WD	$37,700	$41,400	$44,700	$9,400	$9,900
	HD	$23,600	$26,000	$27,600	$2,900	$3,400
Highest school fee	WD	$60,000	$67,500	$69,700	$25,900	$26,200
	HD	$30,000	$33,800	$34,900	$9,500	$10,100
Lowest school fee	WD	$19,400	$21,100	$21,700	$200	$200
	HD	$11,800	$12,000	$12,000	$100	$100

Appendix 2

Weighted average, median,
highest and lowest school fees
for WD and HD classes charged by
local private independent KGs
from the 2014/15 to 2018/19 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19
Weighted average school fee	WD	$63,400	$66,900	$70,800	$72,800	$75,600
	HD	$50,100	$52,700	$55,700	$59,100	$61,800
Median school fee	WD	$64,800	$69,600	$74,400	$78,500	$81,600
	HD	$49,100	$50,100	$54,100	$57,500	$59,800
Highest school fee	WD	$111,600	$111,600	$125,000	$140,000	$149,800
	HD	$99,000	$98,500	$98,500	$106,200	$110,000
Lowest school fee	WD	$23,300	$31,200	$32,000	$35,300	$38,300
	HD	$14,100	$21,600	$21,600	$27,600	$18,200

Appendix 3

Weighted average, median,
highest and lowest school fees
for WD and HD classes charged by
NPM KGs not joining the PEVS/KG Scheme
from the 2014/15 to 2018/19 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19
Weighted average school fee	WD	$88,400	$87,600	$91,400	$80,600	$90,300
	HD	$33,400	$34,100	$34,700	$36,100	$38,500
Median school fee	WD	$75,900	$80,300	$82,000	$71,400	$87,400
	HD	$33,700	$35,300	$35,700	$35,700	$36,900
Highest school fee	WD	$154,100	$166,500	$177,400	$181,700	$198,300
	HD	$65,100	$53,000	$56,000	$61,000	$66,000
Lowest school fee	WD	$51,100	$55,100	$57,900	$38,300	$38,300
	HD	$21,800	$22,900	$20,600	$22,400	$22,400

Appendix 4

Number of NPM WD and HD KGs
joining the PEVS with school fee increase (Note 1),
and the highest, lowest and average rate of increase in weighted average school fee
from the 2014/15 to 2016/17 school years

2014/15 school year	WD	HD
Number of NPM KGs under the PEVS with school fee increase	548	433
The highest rate of increase	102.8%	82.7%
The lowest rate of increase	0.01%	0.16%
The rate of increase in weighted average school fee	9.0%	10.8%

2015/16 school year	WD	HD
Number of NPM KGs under the PEVS with school fee increase	551	429
The highest rate of increase	40.2%	61.6%
The lowest rate of increase	0.28%	0.30%
The rate of increase in weighted average school fee	9.3%	11.0%

2016/17 school year	WD	HD
Number of NPM KGs under the PEVS with school fee increase	453	314
The highest rate of increase	35.0%	45.6%
The lowest rate of increase	0.00%	0.02%
The rate of increase in weighted average school fee	8.5%	6.1%

Notes: KGs operating both HD and WD/long WD classes will be concurrently counted in the respective column under HD and WD.

Appendix 5

Amount of fee remission disbursed under the 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 a level of remission at
50%, 75% and 100% of the school fee payable or the fee remission ceiling
from the 2014/15 to 2018/19 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19 (Note 1)
Total amount of fee remission ($ million)		502.1	542.5	616.0	276.0	147.9
Number of applications for fee remission from students attending WD KG classes		25 259	26 960	27 959	26 462	26 301
Number of applications for fee remission from students attending HD KG classes		14 188	18 442	20 307	16 829	14 037
Number of approved applications from students attending WD KG classes (%) (Note 2)		23 116 (91.5%)	23 642 (87.7%)	23 623 (84.5%)	22 669 (85.7%)	21 506 (81.8%)
Number of approved applications from students attending HD KG classes (%) (Note 2)		12 364 (87.1%)	14 462 (78.4%)	15 857 (78.1%)	879 (5.2%)	784 (5.6%)
Number of students attending WD KG classes granted fee remission and the level of remission (%)	50% fee remission	6 925 (30.0%)	7 360 (31.1%)	7 569 (32.1%)	7 489 (33.0%)	7 748 (36.0%)
	75% fee remission	1 745 (7.5%)	1 880 (8.0%)	2 060 (8.7%)	2 021 (8.9%)	1 937 (9.0%)
	100% fee remission	14 446 (62.5%)	14 402 (60.9%)	13 994 (59.2%)	13 159 (58.1%)	11 821 (55.0%)
Number of students attending HD KG classes granted fee remission and the level of remission (%)	50% fee remission	3 847 (31.1%)	4 910 (34.0%)	5 598 (35.3%)	321 (36.5%)	315 (40.2%)
	75% fee remission	854 (6.9%)	1 060 (7.3%)	1 279 (8.1%)	65 (7.4%)	47 (6.0%)
	100% fee remission	7 663 (62.0%)	8 492 (58.7%)	8 980 (56.6%)	493 (56.1%)	422 (53.8%)

Notes:

1. Figures for the 2018/19 school year are provisional figures as at end January 2019.
2. The PEVS has been replaced by the KG Scheme since the 2017/18 school year. The number of approved applications in the 2017/18 and 2018/19 school years does not include students who have passed the means test but do not need to pay school fees under the KG Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3997)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please set out the course titles of fully-subsidised, partially-subsidised and non-subsidised teacher training programmes for pre-service and in-service kindergarten teachers (including programmes awarding a certificate, bachelor's degree, postgraduate diploma in education and master's degree), the respective course provider , course fee and number of places of such programmes, the number of applications received, the unit cost as well as the amount of subsidy in the 2014/15 to 2018/19 school years.

2. Please provide the numbers of kindergartens which admitted the following number of students and their types (whole-day, half-day, both whole-day and half-day, long whole-day) in the 2014/15 to 2018/19 school years.

1. 90 students or less
2. 91 to 180 students
3. 181 to 270 students
4. over 270 students
5. 270 to 359 students
6. 360 students or above

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 72)

Reply:

1. The course titles, course providers, course fees and enrolments of different subsidised and non-subsidised teacher training courses (including certificate, degree and Postgraduate Diploma in Education (PGDE) programmes) offered to pre-service and serving kindergarten teachers in the school years from 2014/15 to 2018/19 are tabulated below:

(a) Training Programmes on Certificate in Early Childhood Education (C(ECE))

Pre-service (C(ECE)						
Course Provider	Financing mode	Number of intake (Tuition fee per course in brackets)				
		2014/15 academic year	2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year
HKIVE	VTC-funded	481 ($63,140)	488 ($63,140)	542 ($63,140)	689 ($63,140 - $111,200)	552 ($63,140 - $113,200)
EdUHK	UGC-funded	276 ($30,080)	340 ($30,080)	336 ($30,080)	384 ($30,080)	387 ($30,080)
OUHK	Non-subsidised (self-financed)	413 ($63,360 - $96,000)	490 ($69,366 - $102,000)	348 ($70,488 - $107,400)	340 ($70,950 - $112,800)	231 ($70,950 - $118,800)
YCCC	Non-subsidised (self-financed)	60 ($126,300)	110 ($129,800)	109 ($134,000)	79 ($138,000)	--
CICE	Non-subsidised (self-financed)	--	58 ($92,000)	55 ($106,000)	58 ($109,200)	58 ($112,500)
TWC	Non-subsidised (self-financed)	--	--	34 ($118,800)	36 ($118,800)	56 ($122,400)
LU	Non-subsidised (self-financed)	--	--	--	108 ($129,600)	124 ($133,600)
GCC	Non-subsidised (self-financed)	--	--	--	7 ($123,000)	13 ($127,000)
CIHE	Non-subsidised (self-financed)	--	--	--	--	38 ($110,800)
CUHK	Non-subsidised (self-financed)	--	--	--	--	153 ($128,700)
HKCT	Non-subsidised (self-financed)	--	--	--	--	40 ($125,400)
YCCECE	Non-subsidised (self-financed)	--	--	--	--	110 ($142,000)

In-service (C(ECE)						
Course Provider	Financing mode	Number of intake (Tuition fee per course in brackets)				
		2014/15 academic year	2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year
EdUHK	UGC-funded	37 (Free)	29 (Free)	20 (Free)	21 (Free)	15 (Free)
OUHK	Non-subsidised (self-financed)	70 ($63,360 - $96,000)	58 ($69,366 - $102,000)	110 ($70,488 - $107,400)	88 ($70,950 - $112,800)	92 ($70,950 - $118,800)
HKCT	Non-subsidised (self-financed)	--	--	--	--	33 ($128,700)

(b) Training Programmes on Bachelor of Education in Early Childhood Education (BEd(ECE))

Pre-service (BEd(ECE)						
Course Provider	Financing mode	Number of intake (Tuition fee per course in brackets)				
		2014/15 academic year	2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year
EdUHK	UGC-funded	27 ($168,400 - $210,500)	25 ($168,400 - $210,500)	24 ($210,500)	30 ($210,500)	28 ($210,500)
HKBU	Non-subsidised (self-financed)	270 ($100,925 - $234,880)	238 ($100,925 - $234,880)	139 ($234,880)	174 ($234,880)	185 ($234,880)
TWC	Non-subsidised (self-financed)	--	--	--	14 ($257,481)	39 ($143,200 - $265,600)
YCCECE	Non-subsidised (self-financed)	--	--	--	--	33 ($170,000 - $340,000)

In-service (BEd(ECE)						
Course Provider	Financing mode	Number of intake (Tuition fee per course in brackets)				
		2014/15 academic year	2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year
EdUHK	UGC-funded	466 ($84,300)	391 ($84,300)	390 ($84,300 - $112,400)	403 ($84,300 - $112,400)	397 ($84,300 - $112,400)
HKBU	Non-subsidised (self-financed)	131 (Degree: $104,370) (Honours degree: $119,070)	132 (Degree: $104,370) (Honours degree: $115,500 - $134,400)	67 ($134,400 - $268,800)	43 ($134,400 - $268,800)	37 ($134,000 - $268,800)
OUHK	Non-subsidised (self-financed)	36 (Degree: $63,000) (Honours degree: $105,000 - $108,000)	33 (Degree: $71,220) (Honours degree: $120,400)	136 (Degree: $71,220) (Honours degree: $120,400)	179 (Degree: $71,220) (Honours degree: $120,400)	190 (Degree: $67,980 - $68,400) (Honours degree: $120,400)
YCCECE	Non-subsidised (self-financed)	--	--	--	--	8 ($170,000)

(c) Training Programmes on Postgraduate Diploma in Education (Early Childhood Education) (PGDE(ECE))

Pre-service PGDE(ECE)						
Course Provider	Financing mode	Number of intake (Tuition fee per course in brackets)				
		2014/15 academic year	2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year
HKBU	Non-subsidised (self-financed)	31 ($65,000)	34 ($65,000)	35 ($65,000)	42 ($65,000)	84 ($65,000)
CUHK	UGC-funded	--	--	9 ($42,100)	11 ($42,100)	11 ($42,100)
EdUHK	UGC-funded	--	--	11 ($42,100)	13 ($42,100)	12 ($42,100)
HKU	UGC-funded	--	--	10 ($42,100)	10 ($42,100)	10 ($42,100)

In-service PGDE(ECE)						
Course Provider	Financing mode	Number of intake (Tuition fee per course in brackets)				
		2014/15 academic year	2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year
EdUHK	UGC-funded	126 ($42,100)	119 ($42,100)	90 ($42,100)	115 ($42,100)	110 ($42,100)
HKBU	Non-subsidised (self-financed)	36 ($65,000)	38 ($65,000)	32 ($65,000)	30 ($65,000)	--
HKU	UGC-funded	26 ($42,100)	25 ($42,100)	25 ($42,100)	26 ($42,100)	25 ($42,100)
CUHK	UGC-funded	--	--	12 ($42,100)	10 ($42,100)	10 ($42,100)

Interested applicants may apply to the course providers direct. The Education Bureau does not have details of the number of applications received by course providers. Information on the unit cost and amount of subsidies of each subsidised training place for pre-service and in-service kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions/VTC mainly in the form of block grants.

Key:
HKIVE – The Hong Kong Institute of Vocational Education
EduHK – The Education University of Hong Kong
HKBU – Hong Kong Baptist University
OUHK – The Open University of Hong Kong
YCCC – Yew Chung Community College
CICE – Caritas Institute of Community Education – Hung Hom

TWC – Tung Wah College
LU – Lingnan University
GCC – Gratia Christian College
CIHE – Caritas Institute of Higher Education
HKCT – Hong Kong College of Technology
YCCECE – Yew Chung College of Early Childhood Education
CUHK – The Chinese University of Hong Kong
HKU – The University of Hong Kong
VTC – Vocational Training Council
UGC – University Grants Committee

2. The number of local kindergartens by number of students and type of kindergarten in the 2014/15 to 2018/19 school years is tabulated in the Appendix.

Appendix

Number of local kindergartens (KGs)
by number of students and type of KG
in the 2014/15 to 2018/19 school years

2014/15 school year

No. of students	Local KGs operating whole-day classes only (former aided child care centres not included)	Local KGs operating half-day classes only (former aided child care centres not included)	Local KGs operating both whole-day and half-day classes (former aided child care centres not included)	Former aided child care centres
90 or less	8	38	55	142
91-180	7	37	134	104
181-270	2	31	135	0
271-360	0	39	54	0
Over 360	0	62	26	0

2015/16 school year

No. of students	Local KGs operating whole-day classes only (former aided child care centres not included)	Local KGs operating half-day classes only (former aided child care centres not included)	Local KGs operating both whole-day and half-day classes (former aided child care centres not included)	Former aided child care centres
90 or less	6	45	47	128
91-180	7	36	115	118
181-270	3	32	138	0
271-360	0	42	57	0
Over 360	0	68	30	0

2016/17 school year

No. of students	Local KGs operating whole-day classes only (former aided child care centres not included)	Local KGs operating half-day classes only (former aided child care centres not included)	Local KGs operating both whole-day and half-day classes (former aided child care centres not included)	Former aided child care centres
90 or less	7	45	46	127
91-180	6	34	127	117
181-270	2	38	136	2

271-360	0	45	52	0
Over 360	0	65	27	0

2017/18 school year

No. of students	Local KGs operating whole-day classes only (former aided child care centres not included)	Local KGs operating half-day classes only (former aided child care centres not included)	Local KGs operating both whole-day and half-day classes (former aided child care centres not included)	Former aided child care centres
90 or less	9	46	44	117
91-180	5	31	152	126
181-270	2	42	127	3
271-360	0	46	48	0
Over 360	0	63	20	0

2018/19 school year

No. of students	Local KGs operating whole-day classes only (former aided child care centres not included)	Local KGs operating half-day classes only (former aided child care centres not included)	Local KGs operating both whole-day and half-day classes (former aided child care centres not included)	Former aided child care centres
90 or less	9	45	60	124
91-180	7	37	178	120
181-270	1	35	102	2
271-360	1	43	44	0
Over 360	0	63	13	0

Note: Former aided child care centres refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 3998)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-profit-making Kindergarten Rent Reimbursement Scheme or/and the rental subsidy under the Free Quality Kindergarten Education Scheme, please provide the following information for the school years from 2014/15 to 2018/19:

1. the number of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme or/and the rental subsidy under the Free Quality Kindergarten Education Scheme each year, the number of applications approved, and their respective percentage share among local kindergartens (KGs) and KGs subsidised under the Pre-primary Education Voucher Scheme or/and KGs under the Free Quality Kindergarten Education Scheme;

2. the respective number of KGs that received full, 50% and 25% reimbursement of rent under the Non-profit-making Kindergarten Rent Reimbursement Scheme or/and disbursement of rental subsidy under the Free Quality Kindergarten Education Scheme, and the respective total amount of subsidy;

3. the highest, lowest, median and average rental subsidy received by kindergartens granted full rent reimbursement/rental subsidy under the Non-profit-making Kindergarten Rent Reimbursement Scheme or/and under the Free Quality Kindergarten Education Scheme; the highest, lowest, average and median amount of rental subsidy received by kindergartens granted 50% rent reimbursement/rental subsidy; and the highest, lowest, average and median amount of rental subsidy received by kindergartens granted 25% rent reimbursement/rental subsidy;

4. the estimated expenditure of the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2019 school year; and

5. among KGs subsidised under the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2018/19 school year, the number that charge school fees,

and the highest, lowest and median amounts of school fees they collect. Please provide a breakdown by half-day, whole-day, mixed mode (half-day and whole-day) and long whole-day KGs.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 77)

Reply:

1. The number of applications received from and approval granted to non-profit-making (NPM) kindergartens (KGs) in respect of rent reimbursement under the Non-profit-making Kindergartens Rent Reimbursement Scheme (RRS) from the 2014/15 to 2016/17 school years/rental subsidy under the KG education scheme (KG Scheme) in the 2017/18 and 2018/19 school years, and their respective percentage share among local KGs and KGs under Pre-primary Education Voucher Scheme (PEVS)/KG Scheme are tabulated below:

School year	2014/15	2015/16	2016/17	2017/18	2018/19*
Number of local KGs	874	872	876	881	884
Number of KGs joining PEVS/KG Scheme	724	732	745	748	753
Number of applications	7	5	5	417	420#
Percentage share among local KGs	0.8%	0.6%	0.6%	47.3%	47.5%
Percentage share among KGs joining PEVS/KG Scheme	1.0%	0.7%	0.7%	55.7%	55.8%
No. of approval granted	3	3	4	417^	416^
Percentage share among local KGs	0.3%	0.3%	0.5%	47.3%	47.1%
Percentage share among KGs joining PEVS/KG Scheme	0.4%	0.4%	0.5%	55.7%	55.2%

* position as at February 2019

\# including 4 applications that are still under processing

^ 139 former aided child care centres continue to be eligible for full rental subsidy and re-application is not required. In the 2018/19 school year, together with the 416 KGs that have been granted approval, a total of 555 KGs receive rental subsidy under the KG Scheme, accounting for 62.8% of local KGs or 73.7% of KGs joining the KG Scheme.

2. Under the RRS, KGs will receive full or 50% rent reimbursement according to their fill-up rate, and the respective number of KGs that received full and 50% reimbursement of rent, and the respective total amount of subsidy disbursed to these KGs in the 2014-15, 2015-16, 2016-17 and 2017-18 financial years are tabulated below:

Financial year	No. of KGs in receipt of rent reimbursement		Total amount of rent reimbursed ($)	
	Full	50%	Full	50%
2014-15	381	3	185,472,576	702,517
2015-16	385	3	200,392,505	616,038
2016-17	389	2	214,901,608	454,152
2017-18##	388	2	91,961,107	189,230

refers to the expenditure from April to August 2017 before the implementation of KG Scheme

Under the KG Scheme, the Government has, starting from the 2017/18 school year, provided KGs operating in rented premises with rental subsidy. The amount of subsidy varies according to the specific circumstances of KGs, including: (i) for KGs in housing estates operating in premises allocated under the Education Bureau (EDB)-administered school allocation or nomination mechanisms, if they are paying a rent at concessionary rate as assessed by the Hong Kong Housing Authority and stipulated in the tenancy agreements, they will be eligible for full, 50% or 25% rental subsidy according to their fill-up rate; (ii) former aided child care centres will continue to receive full rental subsidy; (iii) the rental subsidy for other KGs will be subject to "dual" caps at 50% of market rent as assessed by the Rating and Valuation Department (RVD), or 15% of the "basic half-day unit subsidy" for all eligible students under the KG Scheme, whichever is lower; and (iv) for KGs paying market rent and receiving rental subsidy under the RSS in the 2016/17 school year but entitled to less subsidy under the new scheme, their current rented premises will continue to be eligible for the previous level of subsidy for a grace period of 4 years from the 2017/18 school year.

For the 2017/18 school year, the number of KGs receiving full, 50% or 25% rental subsidy and those receiving rental subsidy under "dual" caps, as well as the total amount of rental subsidy are tabulated below. The information for 2018-19 is not yet available.

Financial year	No. of KGs in receipt of rental subsidy				Total amount of rental subsidy ($)			
	Full (Note 2)	50%	25%	"Dual" caps	Full	50%	25%	"Dual" caps
2017-18 (Note 1)	403	2	0	151	132,195,030	201,303	0	63,107,701

Note 1: refers to the expenditure from August 2017 to March 2018
Note 2: including KGs within the 4-year grace period

3. The respective highest, lowest, median and average amount of rent reimbursement provided for KGs under RRS breakdown by full and 50% reimbursement, and the respective highest, lowest, median and average amount of rental subsidy provided for KGs under the KG Scheme breakdown by full rental subsidy, 50% rental subsidy and "dual" caps in the 2014-15, 2015-16, 2016-17 and 2017-18 financial years are tabulated at Appendix. The information for 2018-19 is not yet available.

4. The estimated expenditure on rental subsidy for NPM KGs in the 2019-20 is $384 million.

5. In vetting KGs' applications for school fees revisions, we mainly give consideration to the overall fiscal position and actual operation of the KGs concerned, including salaries for teachers and supporting staff, teacher-to-pupil ratio, maintenance of school facilities, general operating expenses, etc. We have not explored the association between a particular factor or subsidy and KGs' school fees. Hence, analysis on KGs' school fees collection in relation to rent reimbursement or rental subsidy is not available.

Appendix

Financial year	Rent reimbursement ($)							
	Highest rent		Lowest rent		Median rent		Average rent	
	Full	50%	Full	50%	Full	50%	Full	50%
2014-15	4,200,000	310,250	37,476	121,457	412,000	270,810	486,805	234,172
2015-16	4,606,000	261,750	37,476	144,720	432,000	209,568	520,500	205,346
2016-17	4,896,000	246,000	37,476	208,152	465,000	227,076	552,446	227,076
2017-18 (Note 1)	2,040,000	102,500	15,615	86,730	204,250	94,615	237,013	94,615

Financial year	Amount of rental subsidy ($)											
	Highest rent			Lowest rent			Median rent			Average rent		
	Full	50%	"Dual" caps	Full	50%	"Dual" caps	Full	50%	"Dual" caps	Full	50%	"Dual" caps
2017-18 (Note 2)	2,856,000	110,250	2,080,000	18,738	91,053	29,400	283,500	100,651	338,240	329,663	100,651	426,403

Note：

(1) refers to the expenditure from April to August 2017 before the implementation of KG Scheme

(2) refers to the expenditure from August 2017 to March 2018; no KG was in receipt of 25% rental subsidy in the 2017/18 school year

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 3999)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the students who benefit from the Free Quality Kindergarten Education Scheme from the 2017/18 to 2018/19 school years, please provide the following information:

1. Number of students who receive free kindergarten (KG) education and number of students who need to pay school fees

Type of KG		Number of students	Number of students receiving free KG education	Percentage of students receiving free KG education	Number of students paying school fees	Percentage of students paying school fees
Half-day (HD)						
Whole-day (WD)						
Mixed	HD					
	WD					
Long whole-day (LWD)						
Total						

2. Number of KGs offering free KG education and number of KGs collecting school fees

Type of KG	Number of KGs	Number of KGs offering free KG education	Percentage of KGs offering free KG education	Number of KGs collecting school fees	Percentage of KGs collecting school fees
HD					
WD					
Mixed					
LWD					
Total					

3. Further to the above question, among KGs operating both HD and WD classes and collecting school fees, how many of them charge school fees for both HD and WD classes, and how many of them charge school fees for WD classes only? Please provide the number of such KGs and their percentage out of the total number of KGs operating both HD and WD classes.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 81)

Reply:

(1) In the 2017/18 and 2018/19 school years, the respective numbers and percentages of eligible students in kindergartens (KGs) joining the KG education scheme (Scheme-KGs) who need to and need not pay school fees after deducting government subsidy, and the number of students who need to top up their school fees after deducting fee remission and their percentage out of the total number of eligible students are tabulated at Appendix 1.

(2) In the 2017/18 and 2018/19 school years, the respective numbers and percentages of Scheme-KGs, KGs offering free KG classes and KGs collecting school fees are tabulated in Appendix 2.

(3) Some KGs operate both half-day (HD) and whole-day (WD) classes. This is mainly to flexibly cater for parents' needs. When assessing whether KGs need to collect school fees, we are concerned about whether HD classes are free, and whether the fees collected for WD classes are at a low level. Whether a KG operates both HD and WD classes is not our primary concern. Hence, there is no separate analysis on the collection of school fees by this type of KGs.

Numbers and percentages of eligible students in Scheme-KGs
who need to and need not pay school fees after deducting government subsidy, and
the number of students who need to top up their school fees after deducting fee remission
and their percentage out of the total number of eligible students
in the 2017/18 and 2018/19 school years

School year	Classes	No. of eligible students (Note 1)	No. of students who need not pay school fees after deducting government subsidy and their percentage out of the total no. of eligible students (in bracket)	No. of students who need to pay school fees after deducting government subsidy and their percentage out of the total no. of eligible students (in bracket)	No. of students who need to top up their school fees after deducting fee remission and their percentage out of the total no. of eligible students (in bracket) (Note 2)
2017/18	Half-day (HD)	91 044	82 514 (90.6%)	8 530 (9.4%)	8 119 (8.9%)
	Whole-day (WD)	23 823	3 071 (12.9%)	20 752 (87.1%)	31 122 (66.4%)
	Long whole-day (LWD)	23 074	2 839 (12.3%)	20 235 (87.7%)	
2018/19	HD	84 391	75 513 (89.5%)	8 878 (10.5%)	8 563 (10.1%)
	WD	24 907	2 974 (11.9%)	21 933 (88.1%)	33 687 (70.9%)
	LWD	22 637	1 733 (7.7%)	20 904 (92.3%)	

Note:

(1) The number of eligible students shows the position as at mid-September of the respective school years. Subsidies are disbursed according to the provisional figures reported by schools. Upon confirmation of the figures, adjustments will be made as necessary. Figures for the 2017/18 school year are revised figures, while those for the 2018/19 school year are provisional figures.

(2) As applicants for fee remission are not required to indicate whether or not they are admitted to LWD classes, a breakdown by WD and LWD classes is not available.

Numbers and percentages of Scheme-KGs,
KGs offering free KG classes and KGs collecting school fees
in the 2017/18 and 2018/19 school years

School year	Classes	No. of Scheme-KGs	No. of KGs offering free KG classes and their percentage out of the total no. of Scheme-KGs (in bracket)	No. of KGs collecting school fees and their percentage out of the total no. of Scheme-KGs (in bracket)
2017/18	HD	510	479 (93.9%)	31 (6.1%)
	WD	354	33 (9.3%)	321 (90.7%)
	LWD	246	34 (13.8%)	212 (86.2%)
2018/19	HD	511	477 (93.3%)	34 (6.7%)
	WD	364	48 (13.2%)	316 (86.8%)
	LWD	246	21 (8.5%)	225 (91.5%)

Note:
KGs operating both HD and WD/LWD classes will be counted in the respective row for HD, WD and LWD classes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4000)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

(a) the measures implemented for New Senior Secondary Applied Learning and the details of the provisions involved in the 5 school years from 2014/15 to 2018/19;

(b) the number of schools offering New Senior Secondary Applied Learning courses, the number of courses offered, the student applications by level, the total number of students taking Applied Learning courses and the amount of subsidy provided by the Government from 2014/15 to 2018/19;

(c) a breakdown of the number of schools offering Applied Learning courses and the student applications for the course clusters under the 6 areas of studies from 2014/15 to 2018/19; and

(d) 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 2014/15 to 2018/19.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 94)

Reply:

(a) The Senior Secondary Applied Learning (ApL) has been implemented since the 2010/11 school year. The Education Bureau (EDB) supports schools through various means, including providing an 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 when choosing ApL courses. An E-system has also been developed to assist schools

to handle application matters for ApL courses in schools. In addition, we also provide the Diversity Learning Grant and the Student Grant for Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) to support secondary schools in offering ApL and ApL(C) courses respectively. Full subsidy has been provided for students to take ApL courses effective from the 2016/17 school year. The amount of Diversity Learning Grant for ApL and the amount of Student Grant for ApL(C) from the 2014/15 to 2018/19 school years are as follows:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
Diversity Learning Grant for ApL ($ million)	50	48	59	62	64
Student Grant for ApL(C) ($ million)	2.3	4.4	6.7	7.4	8.6

(b) Each cohort of ApL courses lasts for 2 years and ApL(C) courses lasts for 3 years. For the 5 cohorts from 2014-16 to 2018-20, the number of schools offering Senior Secondary ApL courses (including ApL(C) courses), the number of courses offered, the number of student applications, and the total number of students taking ApL courses are as follows:

Cohort	2014-16	2015-17	2016-18	2017-19	2018-20
No. of schools offering Senior Secondary ApL courses	316	327	339	347	349
No. of courses offered	36	40	36	35	36
No. of student applications (Note: in general, student can only apply to start at S4 for ApL(C) courses and S5 for ApL courses, application by level is thus not applicable.)	8 086	7 320	8 609	8 575	7 566
Total number of students taking ApL courses	4 791	4 506	4 992	4 788	4 614

Information on the Diversity Learning Grant for ApL and the Student Grant for ApL(C) provided by the Government is set out in part (a).

(c) The breakdown of the number of schools offering ApL courses and the student applications for each of the course clusters under 6 areas of studies and ApL(C) for the 5 cohorts from 2014-16 to 2018-20 are as follows:

Number of schools offering ApL courses:

Area of studies	Course Cluster	2014-16	2015-17	2016-18	2017-19	2018-20
Creative Studies	Design Studies	162	153	162	154	147
	Media Arts	118	122	98	120	140
	Performing Arts	68	72	107	96	44
Media and Communication	Films, TV and Broadcasting Studies	59	90	66	80	93
	Media Production and Public Relations	68	15	25	46	56
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	31	48	34	45
	Business Studies	58	42	52	52	50
	Clientele Management	11	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Legal Studies	27	29	39	35	40
Services	Food Services and Management	158	220	216	239	232
	Hospitality Services	155	136	146	129	107
	Personal and Community Services	147	162	170	156	152
Applied Science	Medical Science and Health Care	136	133	185	168	171
	Psychology	97	107	135	138	133
	Sports	83	76	110	116	120
Engineering and Production	Civil and Mechanical Engineering	42	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	53	67	72	39
	Information Engineering	43	47	41	49	50
	Services Engineering	139	143	141	153	152

Applied Learning Chinese (for non-Chinese speaking students)	NA (Course not yet provided)	14	23	22	39
Total number of schools offering ApL courses	316	327	339	347	349

Number of student applications for ApL courses:

Area of studies	Course Cluster	2014-16	2015-17	2016-18	2017-19	2018-20
Creative Studies	Design Studies	631	580	689	579	533
	Media Arts	440	413	364	397	417
	Performing Arts	308	302	413	504	198
Media and Communication	Films, TV and Broadcasting Studies	316	301	238	264	330
	Media Production and Public Relations	156	31	72	88	121
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	90	139	100	106
	Business Studies	213	136	170	185	168
	Clientele Management	64	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Legal Studies	70	89	92	87	107
Services	Food Services and Management	2 177	1 702	2 061	2 128	1 738
	Hospitality Services	913	816	684	547	533
	Personal and Community Services	661	615	689	645	604

Applied Science	Medical Science and Health Care	463	396	794	665	619
	Psychology	400	443	585	610	542
	Sports	287	315	441	487	438
Engineering and Production	Civil and Mechanical Engineering	143	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	205	260	239	147
	Information Engineering	109	125	77	113	118
	Services Engineering	735	572	662	731	617
Applied Learning Chinese (for non-Chinese speaking students)		NA (Course not yet provided)	189	179	206	230
Total number of student applications		8 086	7 320	8 609	8 575	7 566

(d) The EDB has supported schools to implement Other Learning Experiences through various means, including facilitating the sharing of good practices among teachers, developing electronic tools for the Student Learning Profile, making arrangements for career-related and community service projects for students, and organising professional development programmes for teachers. The expenditure of these measures in the 5 school years from 2014/15 to 2018/19 is summarised below:

2014/15 ($ million)	2015/16 ($ million)	2016/17 ($ million)	2017/18 ($ million)	2018/19 ($ million)
0.02	0.29	0.26	0.26	0.2

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4001)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

On support for students and training for teachers in respect of integrated education, please provide the following information in the past 5 years (2014/15 to 2018/19 school years):

(a) the number of students with special educational needs (SEN) in mainstream primary and secondary schools by stage, grade level, SEN type, and tier of support;

(b) the percentage of students with each type of SEN and tier of support out of the total number of students with SEN, and the percentage of expenditure involved;

(c) the annual number of primary and secondary school teachers who completed the Basic, Advanced and Thematic (BAT) courses and the details of expenditure by course type;

(d) the targets set by the Administration as to the percentage and number of teachers who should receive special education training at different stages, and the annual number of primary and secondary schools that failed to meet the targets; and

(e) the number of primary and secondary schools whose Special Educational Needs Coordinators completed special education training and their percentage share against the total number of public sector schools in the 2018/19 school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 95)

Reply:

(a) and (b)
Schools are required to adopt the Whole School Approach to support students with special educational needs (SEN) through the 3-Tier Intervention Model, taking into account their individual circumstances. To help public sector mainstream schools cater for students with SEN, on top of regular subvention, the Education Bureau (EDB) has been providing these schools with additional resources, professional support and teacher training.

The number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and by SEN type in the past 5 years (2014/15 to 2018/19 school years) is set out at Appendix 1. The tier of support for students with SEN is subject to upward or downward adjustment from time to time depending on the performance of the students and the distribution of students under the 3-Tier Intervention Model may change accordingly. Based on the Learning Support Grant (LSG) data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2014/15 to 2018/19 school years is set out at Appendix 2.

The percentage of students with each type of SEN out of the total number of students with SEN in the same period is tabulated at Appendix 3.

The expenditure on additional support and services provided for students with SEN studying in public sector mainstream schools from the 2014/15 to 2018/19 school years is as follows:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised Estimate)
Expenditure ($ million)	1,222	1,310	1,392	1,638	2,012

It should be noted that schools are required to deploy school resources holistically and flexibly to provide support for the students with SEN, having regard to their individual needs (not according to their type of SEN). Besides, some expenditures are incurred by services for students with SEN as a whole, irrespective of the type of SEN or tier of support (e.g. teacher training and educational psychology support service). Hence, we are not able to provide a breakdown of these expenditures by type of SEN or tier of support.

(c)
To enhance the professional capacity of teachers in supporting students with SEN, the EDB has been providing serving teachers with structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) since the 2007/08 school year. The number of public sector mainstream school teachers having completed the BAT Courses and the expenditure on BAT Courses from the 2014/15 to 2018/19 school years are set out at Table (1) and Table (2) below respectively:

Table (1)

Course	2014/15		2015/16		2016/17		2017/18		2018/19 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	215	295	221	364	259	444	283	406	304	451
Advanced	74	86	109	147	129	197	157	152	141	178
Thematic	152	316	201	250	204	248	217	270	233	272

Note: BAT Courses for the 2018/19 school year are not yet completed. Figures provided are the anticipated number of teachers who will complete the courses.

Table (2)

Course	Expenditure ($ million)				
	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised Estimate)
Basic	7.3	8.3	10.4	10.3	11.2
Advanced	7.8	12.6	16.3	15.5	16.3
Thematic	24.4	24.2	25.3	27.9	27.7
Total	39.5	45.1	52.0	53.7	55.2

(d)

Teachers' professional development is an ongoing process. After the inception of BAT Courses in the 2007/08 school year, a review of the courses was conducted. The findings showed that the BAT Courses were effective in enhancing teachers' knowledge and skills in catering for students with SEN. In view of the positive feedback, we have launched another round of BAT Courses starting from the 2012/13 school year, with appropriate adjustment to the mode and content of the training programmes to better meet the training needs of the teachers. Starting from the 2014/15 school year, we have further strengthened the practicum of the Advanced and Thematic Courses with a view to providing more opportunities for teachers to apply the knowledge acquired. Taking into account the teacher training profiles as well as the types and number of students with SEN, in the 2015/16 school year, we further raised the training targets. Each public sector mainstream school has been required to arrange teachers to attend the BAT Courses in a systematic and orderly manner within the 5-school-year training cycle. The training targets to be achieved by the end of the 2019/20 school year are: (i) at least 15% to 25% of teachers will have completed the Basic Course; (ii) at least 6 to 9 teachers will have completed the Advanced Course; and (iii) at least 6 to 9 teachers will have completed the Thematic Courses (with at least 1 teacher completing the course(s) under each category as far as possible). Given that the training cycle is still in progress and schools will continuously arrange teachers to attend the BAT Courses each school year, it is not meaningful to set out the number of schools that fail to achieve training targets each year.

Besides, on top of the BAT Courses, the EDB arranges training activities for teachers each school year, which include thematic seminars, conferences, experience sharing sessions and

workshops, etc. To better equip prospective teachers with the knowledge and skills in catering for students with SEN, local teacher education universities have also included modules related to special education or catering for students with SEN in their pre-service teacher training courses. As such, we consider that providing the number of teachers who have completed the BAT Courses could not fully reflect the position of teachers with special education training in every school, or may be misleading otherwise.

(e)

In the 2018/19 school year, 544 public sector mainstream primary and secondary schools had the provision of Special Educational Needs Coordinator (SENCO). Of these SENCOs, around 80% have acquired the necessary qualifications in special education training, and the other SENCOs are expected to complete the remaining courses by the end of 2019.

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type from the 2014/15 to 2018/19 school years (Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the EDB provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on the students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.
2. The numbers of P1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

Table 1

Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG) by number of students with special educational needs (SEN) requiring tier-2 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-2 support	Number of schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary[Note]	Secondary[Note]	Primary[Note]	Secondary[Note]
0	1	7	0	2	1	2	9	1	0	1
1-10	15	92	15	81	11	57	41	50	13	39
11-20	28	72	26	72	26	77	23	67	18	54
21-30	47	41	35	49	26	56	19	57	20	64
31-40	56	27	55	27	47	27	47	34	31	36
41-50	68	31	63	22	62	26	57	30	72	34
51-60	52	31	51	25	62	19	65	21	80	21
61-70	23	17	33	21	37	25	41	21	53	25
71-80	10	21	19	25	22	25	28	14	46	19
81-90	3	16	7	17	9	15	10	23	27	15
91-100	1	8	4	13	8	18	8	18	13	15
Over 100	0	20	2	28	3	35	7	49	8	62

Note:

Starting from the 2017/18 school year, the LSG covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

Table 2

Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG) by number of students with special educational needs (SEN) requiring tier-3 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-3 support	Number of schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary[Note]	Secondary[Note]	Primary[Note]	Secondary[Note]
0	41	90	42	77	39	72	66	60	32	50
1-5	243	284	253	294	259	295	270	309	283	299
6-10	14	5	10	6	11	8	12	9	41	21
11-15	2	1	1	3	1	4	3	1	11	11
16-20	0	0	1	0	2	1	1	3	6	0
Over 20	4	3	3	2	2	2	3	3	8	4

Note:

Starting from the 2017/18 school year, the LSG covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

Percentage of students with each major type of special educational needs (SEN) out of the total number of students with SEN studying in public sector mainstream schools from the 2014/15 to 2018/19 school years

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Mental Illness
2014/15	51.4%	4.6%	16.0%	19.1%	0.9%	0.3%	1.8%	5.9%	-
2015/16	49.1%	4.0%	17.2%	20.8%	0.8%	0.3%	1.7%	6.1%	-
2016/17	46.9%	3.7%	18.2%	22.0%	0.7%	0.3%	1.5%	6.7%	-
2017/18	45.7%	3.4%	19.2%	23.2%	0.6%	0.2%	1.5%	6.2%	-
2018/19	44.4%	3.2%	19.4%	24.2%	0.5%	0.2%	1.4%	5.8%	0.8%

Note: Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the EDB provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on the students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4002)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

(1) The recurrent public expenditure and total public expenditure on education and their respective percentage shares in the Gross Domestic Product (GDP).

(2) The recurrent expenditure and total expenditure on kindergarten education and their respective percentage shares in the GDP.

(3) The recurrent expenditure and total expenditure on each type of primary schools and their respective percentage shares in the GDP; and the respective school fees of Direct Subsidy Scheme (DSS) schools and international schools.

(4) The recurrent expenditure and total expenditure on each type of secondary schools and their respective percentage shares in the GDP; and the respective school fees of DSS schools and international schools.

(5) With regard to sub-degree places, what is the expenditure on subsidised places paid by public money and what are the respective bursaries offered by the student financial assistance schemes? 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 on subsidised places of the undergraduate, taught postgraduate and research postgraduate programmes paid by public money? What are the respective bursaries offered by the student financial assistance schemes? 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 (LegCo internal reference no.: 96)

Reply:

(1) The requested information regarding the expenditure on education is as follows:

	2019-20 Estimate	
	$ million	*as % of GDP*
Recurrent public expenditure on education	90,584	*3.03*
Total public expenditure on education	123,975	*4.15*

(2) The requested information regarding pre-primary education is as follows:

	2019-20 Estimate	
	$ million	*as % of GDP*
Recurrent expenditure	6,810	*0.23*
Total expenditure	6,918	*0.23*

(3) and (4) The requested information regarding primary and secondary education is as follows:

Expenditure

	2019-20 Estimate	
	$ million	*as % of GDP*
Primary education		
Recurrent expenditure	21,539	*0.72*
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government primary schools	1,443	
--- Aided primary schools	18,100	
--- English Schools Foundation Junior Schools	59	
--- Primary schools under the Direct Subsidy Scheme	1,048	
Total expenditure	23,058	*0.77*

	2019-20 Estimate	
	$ million	*as % of GDP*
Secondary education		
Recurrent expenditure	29,612	*0.99*
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government secondary schools	1,740	
--- Aided secondary schools	23,181	
--- Caput schools	110	
--- English Schools Foundation Secondary Schools	173	
--- Secondary schools under the Direct Subsidy Scheme	3,529	
Total expenditure	30,970	*1.04*

Recurrent expenditure on education for the respective education areas covers recurrent provision to schools as well as student financial assistance to students under various schemes administered by the Working Family and Student Financial Assistance Agency.

Total expenditure on education for the respective education areas comprises recurrent expenditure, non-recurrent expenditure and capital expenditure under General Revenue Account, as well as capital expenditure under Capital Works Reserve Fund (CWRF) (mainly for capital works projects) and Loan Fund. Total expenditure by school type for primary and secondary education is not available as some projects under CWRF cannot be classified by school type, such as the feasibility study and site investigation for vacant school premises.

<u>School fees for international schools and schools under the Direct Subsidy Scheme (DSS)</u>

For international schools, their school fees in the 2018/19 school year range from $5,800 to $205,500 at primary level and from $38,500 to $246,000 at secondary level. For schools under DSS, their school fees in the 2018/19 school year are set out in the table below:

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	12	9
$5,001 - $10,000	1	9	10
$10,001 - $20,000	8	8	8
$20,001 - $30,000	6	8	12
$30,001 - $50,000	4	14	16
$50,001 - $80,000	2	3	3
$80,001 - $97,000	0	1	2

[#] *The above categories do not cover school fees payable by non-local students or for non-local curricula in schools offering both local and non-local curricula.*

[*] *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.*

(5) and (6) The requested information regarding sub-degree and degree places is as follows:

Expenditure

	2019-20 Estimate
	$ million
Funding allocated to University Grants Committee-funded universities	20,102
Financial assistance to students pursuing sub-degree/degree/post graduate programmes[ϕ]	
-- Tertiary Student Finance Scheme – Publicly-funded Programmes	
--- sub-degree programmes	188.8
--- degree programmes	625.9
--- post-graduate programmes	5.5
-- Financial Assistance Scheme for Post-secondary Students	
--- sub-degree programmes	417.5
--- degree programmes	341.6
-- One-off cash grant	
--- sub-degree programmes	33.7
--- degree programmes	57.1
--- post-graduate programmes	0.3
Funding allocations for the Study Subsidy Scheme for Designated Professions/Sectors and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	1,201

ϕ The financial provision represents the projected grants to students in the 2019/20 academic year.

Funding for University Grants Committee (UGC)-funded programmes is subsumed under the block grant to universities without precise requirements as to how it should be spent. Universities are given the autonomy to allocate funds internally to programmes at different levels (e.g. sub-degree, undergraduate, taught postgraduate and research postgraduate programmes) as they see fit. UGC is therefore unable to identify or attribute the actual expenditure on specific levels of studies.

In addition, the Vocational Training Council (VTC) offers a wide range of vocational and professional education and training programmes, some of which lead to qualifications at sub-degree and above level. Funding for the publicly-funded programmes offered by VTC is subsumed under the annual subvention to VTC and the breakdown of funding by level is not available. In 2019-20, the estimated recurrent subvention to VTC in respect of vocational and professional education is $2.507 billion.

Regarding self-financing post-secondary education, in order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) on a pilot basis from the 2015/16 academic year to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines. As announced in the 2017 Policy Address, SSSDP is regularised from the 2018/19 academic year. The number of subsidised places is increased from about 1 000 per cohort to about 3 000. Current students of the designated programmes also receive the subsidy starting from the 2018/19 academic year. There are about 7 500 student beneficiaries in the 2018/19 academic year. As announced in the 2018 Policy Address, based on the advice of the Task Force on Review of Self-financing Post-secondary Education, the Government will expand the coverage of SSSDP. Starting from the 2019/20 academic year, about 2 000 students per cohort will receive subsidy to pursue designated full-time locally-accredited self-financing sub-degree programmes in selected disciplines. Current students of the designated programmes will also receive the subsidy.

Starting from the 2017/18 academic year, the Government has launched the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong to provide a non-means-tested annual subsidy of up to around $30,000 (adjusted according to the Composite Consumer Price Index) for eligible students pursuing full-time locally-accredited local and non-local self-financing undergraduate (including first-year-first-degree and top-up degree) programmes offered by eligible institutions in Hong Kong (save for those enrolled in places already supported under SSSDP). The subsidy is only applicable to eligible Hong Kong students. For those studying self-financing first-year-first-degree programmes, they must have attained "3322" results in the Hong Kong Diploma of Secondary Education Examination (level 3 for Chinese Language and English Language as well as level 2 for Mathematics Compulsory Part and Liberal Studies); for those studying self-financing top-up degree programmes, they must have the relevant sub-degree qualifications. In the 2018/19 academic year, there are 16 eligible institutions, including 10 approved post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320), the Open University of Hong Kong, the Technological and Higher Education Institute of Hong Kong and the School for Higher and Professional Education under the VTC, the Hong Kong Art School, the Hong Kong Institute

of Technology, and Savannah College of Art and Design Foundation (Hong Kong) Limited. In the 2018/19 academic year, about 17 000 eligible students received the subsidy.

Apart from the above, in order to further encourage continuing education, the Government has, since the 2016/17 academic year, launched a pilot scheme to provide tuition fee subsidy for 3 cohorts of students admitted to designated professional part-time programmes (including some higher diploma programmes at sub-degree level) offered by VTC, covering programmes in the disciplines of construction, engineering and technology. It is estimated that 5 600 students will benefit from the pilot scheme, which involves a total commitment of $200 million, including provision for VTC's administrative cost on implementation of the pilot scheme. The Government will allocate an additional funding of $234 million to extend the coverage of the scheme and offer tuition fee subsidy to another 5 600 students admitted to the above-mentioned designated part-time programmes offered by VTC from the 2019/20 to 2021/22 academic years. In addition, the scope of the pilot scheme will be expanded to cover creative industry programmes and it is estimated that tuition fee subsidy will be provided for 2 500 practitioners in the creative industry.

Tuition fees

UGC-funded programmes and publicly-funded programmes in VTC

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 the Education University of Hong Kong 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. The indicative tuition fees shall remain unchanged for the 2019/20 academic year. As regards VTC, the tuition fee for publicly-funded sub-degree programmes for the 2019/20 academic year will range from $30,800 to $31,570 per year.

SSSDP programmes

The average annual tuition fees of subsidised places for designated undergraduate programmes will range from $9,565 to $67,875 (after deducting subsidy) for the 2019/20 academic year. The average annual tuition fees of subsidised places for designated sub-degree programmes will range from $18,100 to $59,140 (after deducting subsidy) for the 2019/20 academic year.

Self-financing programmes

The average annual tuition fees (before deducting applicable subsidy) of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2018/19 academic year are set out in the table below. Tuition fee information for the 2019/20 academic year is not yet available.

Institution	Sub-degree ($)	Undergraduate* ($)
Caritas Bianchi College of Careers	54,070 - 66,885	-
Caritas Institute of Community Education	54,600 - 56,250	-
Caritas Institute of Higher Education	56,250 - 64,680	74,305 - 107,240
Centennial College	-	94,000 - 99,000
Chu Hai College of Higher Education	-	71,500 - 74,000
City University of Hong Kong – School of Continuing and Professional Education and Community College of City University/UOW College Hong Kong	50,400 - 84,950	79,800 - 120,000
Gratia Christian College	63,500	65,500 - 68,000
The Hang Seng University of Hong Kong	-	85,500 - 90,800
HKCT Institute of Higher Education	62,700	69,225 - 86,180
HKU SPACE Po Leung Kuk Stanley Ho Community College	55,000	-
Hong Kong Art School	53,535	93,220
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	47,250 - 57,000	58,720 - 158,000
Hong Kong College of Technology	52,360 - 60,885	-
Hong Kong Institute of Technology	42,000 - 65,000	59,880
Hong Kong Nang Yan College of Higher Education	-	66,500 - 80,800
Hong Kong Shue Yan University	-	69,300
Lingnan Institute of Further Education	53,100 - 66,800	-
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	292,514
School of Continuing and Professional Studies, The Chinese University of Hong Kong	51,770 - 78,660	91,200 - 127,800
The Education University of Hong Kong	-	98,000 - 107,800
The Hong Kong Polytechnic University – Hong Kong Community College and School of Professional Education and Executive Development	55,950 - 66,563	72,000 - 95,220
Hong Kong University of Science and Technology	-	260,000
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	59,400 - 90,990	73,070 - 127,268

Institution	Sub-degree ($)	Undergraduate* ($)
The University of Hong Kong School of Professional and Continuing Education (HKU SPACE) and HKU SPACE Community College	55,000 - 76,000	54,900 - 110,700
Tung Wah College	55,700 - 90,800	65,025 - 135,482
Vocational Training Council	55,400 - 56,600	64,296 - 104,445
Yew Chung College of Early Childhood Education	71,000	85,000
YMCA College of Careers	53,500	-

Note:

* includes top-up degree programmes

"-" denotes that no related programme was offered

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4003)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide:

(1) a breakdown of expenditures in the original and revised estimates for 2018-19 and the estimate for 2019-20, together with 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 conduct 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 (LegCo internal reference no.: 98)

Reply:

(1) The expenditures grouped under Programme (8) Policy and Support are operating expenses for formulation of policies and provision of support to the education sector. The estimates for 2018-19 and 2019-20 are:

	2018-19 Original Estimate	2018-19 Revised Estimate	2019-20 Estimate
Operating expenses for formulation of policies and provision of support to the education sector	$ million 2,148.0	$ million 2,274.9 (+5.9%)	$ million 2,346.0 (+3.1%)

The revised estimate for 2018-19 under Programme (8) Policy and Support is $126.9 million or 5.9% higher than the original estimate. This is mainly due to the approval of a non-recurrent item, namely the payment of examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination, which was not included in the original estimate, by the Finance Committee in 2018-19.

Provision for 2019-20 is $71.1 million or 3.1% higher than the revised estimate of 2018-19. This is mainly due to increased provision for meeting the required operating expenses. The increased provision is partly offset by the decrease in cash flow requirement upon the completion of other non-recurrent items, which include payment of examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination.

Re (2) to (5). The administrative expenses involved in the education services/initiatives listed in the questions are absorbed in the overall operating expenses of the Education Bureau (EDB) and cannot be separately identified. The following sets out the details together with the specific funding for implementing the education services/initiatives concerned:

Education services / initiatives	Specific funding (if any)
<u>School-based professional support services (SBSS) for kindergartens, primary, secondary and special schools</u> EDB provides schools with a wide range of SBSS in areas such as catering for learner diversity, supporting non-Chinese speaking students to learn Chinese language, supporting students with special educational needs, facilitating self-directed learning and promotion of Science, Technology, Engineering and Mathematics (STEM) education. EDB may, depending on the needs and circumstances of participating schools, provide appropriate school-based support services, including on-site professional support services provided by the school-based support sections of EDB and projects funded by the Education Development Fund (EDF) such as University-School Support Programmes, Professional Development Schools Scheme, School Support Partners (Seconded Teacher) Scheme as well as inter-school collaboration and professional sharing. Schools are invited to apply for the SBSS around April each year according to their needs.	A provision of $114.2 million has been earmarked under the EDF for funding progammes in the 2018/19 school year. As the EDF will come to a close by the end of the 2018/19 school year, there will not be any support programmes funded by the EDF from the 2019/20 school year but the support for schools to implement new education and curriculum initiatives will continue with EDB's funding.
<u>Assessment tools for School Self Evaluation (SSE) and the conduct of External School Reviews (ESR)</u> To facilitate schools' continuous development and improvement through SSE, EDB provides a range of self-evaluation tools (e.g. Performance Indicators, Key Performance Measures and a set of stakeholder questionnaires, etc.), and conducts ESR to validate SSE and provide schools with suggestions for improvement.	

Education services / initiatives	Specific funding (if any)
<u>Assistance in various education reform initiatives</u> *Implementation of new academic structure* As a crucial part of the education reform that commenced in 2000, the New Academic Structure (NAS) has been implemented in senior secondary (SS) education since September 2009 to provide a broad and balanced curriculum with diversified choices and pathways to cater for students' different interests, abilities and needs. Upon completion of the first SS curriculum and assessment cycle under the NAS in 2012, EDB, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority jointly conducted the NAS Review with a view to addressing schools' concerns in the implementation process as well as responding to the changes in our society and around the world. With the completion of the NAS Review and the announcement of the last batch of recommendations in June 2015, curriculum renewal has been following the natural development cycle of each subject or curricular area in a regular and continual manner. EDB will continue to support schools through, for example, providing training to 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 SS grants, in providing quality secondary education for the benefit of students. The NAS has also been implemented in the post-secondary education sector since the 2012/13 academic year. Post-secondary institutions have made necessary curriculum and assessment changes which aim to facilitate students' balanced development and develop among them a broad knowledge base, sound language and generic skills, as well as a propensity for life-long learning. The four-year undergraduate programmes, which comprise 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.	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 $2,436.8 million. The total provision for disbursement of various recurrent SS grants under Programme (4) Secondary Education and Programme (5) Special Education is about $210 million in 2019-20.

Education services / initiatives	Specific funding (if any)
School places allocation 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 2018/19 and 2019/20 school years.	
<u>Pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work</u> The Pilot Project on Strengthening Schools' Administration Management (Pilot Project) aims at supporting schools to strengthen their school administration management, as well as streamline procedures, thereby enhancing efficiency and unleashing teachers' capacity. Each participating school is provided with professional support and a grant of $0.45 million for trying out appropriate measures to enhance school administration. A total of 132 public sector schools (including government and aided schools) have participated in the Pilot Project since its launch in the 2011/12 school year. In the light of the successful experience and good foundation of the Pilot Project, a one-off Strengthening School Administration Management (SAM) Grant at $0.25 million has been provided in 2016 for public sector and Direct Subsidy Scheme schools which had not participated in the Pilot Project before to enable them to initiate improvement measures for enhancing the effectiveness of school administration management and unleashing teachers' capacity. We will continue to enhance the Web-based School Administration and Management System to further strengthen our support to all schools.	A total of $59.4 million was provided to schools for conducting the Pilot Project. The Pilot Project was completed at the end of 2016. The total provision of the SAM Grant in 2015-16 was $214.3 million. The grant was also ended in the 2017/18 school year.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4004)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of non-Chinese speaking (NCS) students studying in kindergartens, primary schools, secondary schools and tertiary institutions by grade level and the student unit cost from the 2014/15 to 2018/19 school years;

2. Please provide the number of schools provided with additional recurrent funding by the Education Bureau (EDB), the number of NCS students in the schools concerned by grade level, the amount of funding received, and the percentage of NCS students in these schools among all NCS students in Hong Kong from the 2014/15 to 2018/19 school years;

3. Please provide the number of schools not provided with additional recurrent funding, the number of NCS students in the schools concerned by grade level, and the percentage of NCS students in these schools among all NCS students in Hong Kong from the 2014/15 to 2018/19 school years;

4. Please provide details of educational support measures for NCS students provided by EDB and the funding involved from the 2014/15 to 2018/19 school years;

5. The educational support measures for NCS students and the expenditure involved from the 2014/15 to 2018/19 school years; and

6. How will the Administration review the effectiveness of the education for NCS students?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 100)

Reply:

1. The number of non-Chinese speaking (NCS) students by level and by grade from the 2014/15 to 2018/19 school years is tabulated at Annex A. As regards the unit cost, the provision of teachers and grants by the Government to public sector schools is basically the same, whereas the total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

2. Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. All public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional recurrent funding ranging from $0.8 million to $1.5 million per year, depending on the number of NCS students admitted, to adopt diversified intensive learning and teaching modes as appropriate with a view to enhancing the learning effectiveness of NCS students. From the 2014/15 to 2018/19 school years, the number of schools (excluding special schools) provided with the above additional recurrent funding to enhance the support for NCS students in learning the Chinese language is 173, 197, 216, 228 and 241 respectively. The number of NCS students studying at different grade levels in the schools concerned from the 2014/15 to 2018/19 school years is tabulated at Annex B. From the 2014/15 to 2018/19 school years, the percentage of NCS students studying in these schools among all NCS students in public sector schools and DSS schools offering the local curriculum (excluding special schools) in Hong Kong is 93.5%, 93.5%, 94.1%, 93.7% and 93.8% respectively.

3. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the "Learning Framework". From the 2014/15 to 2018/19 school years, the respective number of schools is 414, 410, 382, 387 and 391. Most of them have admitted less than 4 NCS students. According to the information collected through the Student Enrolment Survey, the number of NCS students studying at different grade levels in these schools is tabulated at Annex C. The percentage of NCS students studying in these schools among all NCS students in public sector schools and DSS schools offering the local curriculum (excluding special schools) in Hong Kong is 6.5%, 6.5%, 5.9%, 6.3% and 6.2% respectively. Starting from the 2014/15 school year, these schools may apply for an additional funding of $50,000 per year on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. We encourage these schools to make good use of their immersed Chinese language environment, work out holistic plans that

dovetail with existing measures and resources in light of their school-based circumstances, as well as deploy resources flexibly and apply for additional funding as appropriate to support their NCS students in mastering the Chinese language.

4. & 5. The educational support measures for NCS students from the 2014/15 to 2018/19 school years and the expenditure are tabulated at Annex D.

6. It has only been some 4 years since the implementation of the "Learning Framework" and other support measures in the 2014/15 school year. It takes time for these measures to take root and create a sustainable impact. It is expected that the Chinese proficiency of NCS students (especially those who have started learning the Chinese language at kindergarten level) will gradually improve. EDB will continue to collect information to evaluate the effectiveness of its support measures and make refinements where appropriate. In this regard, while looking into the learning objectives, curriculum planning, instructional materials and teaching strategies adopted by schools, language proficiency and learning motivation of NCS students and other contributing factors for effective learning, we also understand that the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, students' learning attitude, etc.).

Annex A

Number of non-Chinese speaking (NCS) students by level and by grade from the 2014/15 to 2018/19 school years

Level	Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
Pre-primary (K1 to K3)	K1	4 336	4 470	4 477	4 505	4 698
	K2	4 401	4 437	4 688	4 686	4 852
	K3	3 196	3 075	3 075	3 218	3 418
	K1-K3	**11 933**	**11 982**	**12 240**	**12 409**	**12 968**
Primary (Primary 1 to 6)	P1	1 574	1 583	1 574	1 625	1 698
	P2	1 533	1 609	1 643	1 670	1 672
	P3	1 467	1 574	1 617	1 670	1 676
	P4	1 399	1 461	1 593	1 644	1 642
	P5	1 353	1 414	1 451	1 583	1 619
	P6	1 371	1 317	1 388	1 430	1 542
	P1-P6	**8 697**	**8 958**	**9 266**	**9 622**	**9 849**
Secondary (Secondary 1 to 6)	S1	1 613	1 730	1 648	1 772	1 743
	S2	1 424	1 547	1 633	1 620	1 685
	S3	1 493	1 457	1 523	1 672	1 615
	S4	1 376	1 505	1 454	1 560	1 662
	S5	1 307	1 324	1 452	1 376	1 491
	S6	1 011	1 219	1 261	1 383	1 285
	S1-S6	**8 224**	**8 782**	**8 971**	**9 383**	**9 481**

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above figures 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 in kindergarten-cum-child care centres. Figures cover both local and non-local kindergartens.
4. Figures for primary and secondary levels cover students in public sector and Direct Subsidy Scheme schools, but do not include students in special schools.
5. Eligible applicants, irrespective of their race and language spoken at home, have equal opportunities to be admitted to programmes in tertiary institutions (including certificate/diploma, higher diploma, sub-degree and undergraduate degree programmes). Statistics with breakdown by local and non-local NCS students are not available.

Annex B

Number of non-Chinese speaking students studying at different grade levels in schools provided with additional recurrent funding from the 2014/15 to 2018/19 school years

Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
P1	1 435	1 420	1 470	1 490	1 571
P2	1 418	1 480	1 506	1 558	1 547
P3	1 362	1 484	1 506	1 545	1 569
P4	1 312	1 367	1 504	1 534	1 539
P5	1 271	1 334	1 365	1 499	1 503
P6	1 278	1 245	1 316	1 344	1 463
P1-P6	**8 076**	**8 330**	**8 667**	**8 970**	**9 192**
S1	1 473	1 601	1 543	1 630	1 628
S2	1 344	1 448	1 538	1 534	1 572
S3	1 405	1 381	1 451	1 577	1 538
S4	1 295	1 418	1 369	1 467	1 574
S5	1 171	1 180	1 321	1 238	1 338
S6	895	1 092	1 126	1 265	1 161
S1-S6	**7 583**	**8 120**	**8 348**	**8 711**	**8 811**

Notes:

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

Annex C

Number of non-Chinese speaking students studying at different grade levels in schools not provided with additional recurrent funding from the 2014/15 to 2018/19 school years

Grade	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
P1	139	163	104	135	127
P2	115	129	137	112	125
P3	105	90	111	125	107
P4	87	94	89	110	103
P5	82	80	86	84	116
P6	93	72	72	86	79
P1-P6	**621**	**628**	**599**	**652**	**657**
S1	140	129	105	142	115
S2	80	99	95	86	113
S3	88	76	72	95	77
S4	81	87	85	93	88
S5	53	59	55	68	78
S6	35	58	60	52	57
S1-S6	**477**	**508**	**472**	**536**	**528**

Notes:

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

Educational support measures for non-Chinese speaking (NCS) students from the 2014/15 to 2018/19 school years

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Starting from the 2014/15 school year, the additional funding to schools has been substantially increased and school-based professional support enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of the Chinese language as well as the creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.8 Note 1	224.0 Note 1	245.1 Note 1	259.1 Note 1	270.9 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1

Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays, and provide learning and teaching resources for those NCS students who have a late start in the learning of the Chinese language, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.8	3.7	3.9	4.7	3.3
Summer Bridging Programme for NCS students in primary schools Starting from 2013, parents of NCS students could accompany their children with a view to enhancing their exposure to, and use of, Chinese and	2.8	2.6	2.6	2.3	2.1

support for their children.					
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.7	7.4	8.6
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE) Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.	1.87	2.09	2.58	2.94	4.24 Note 2

In the 2018/19 and 2019/20 school years, secondary schools admitting NCS students are provided with additional resources to support their NCS students in using Chinese to learn Chinese History.	-	-	-	-	15.0
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 under the Language Fund	1.09	2.35	1.18	1.72	4.28
Support for kindergartens admitting NCS students - (a) University-School Support Programmes (USP) financed by the Education Development Fund: (i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years	3.0	-	0.7	-	-

(ii) 2 projects to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively	-	Note 3	Note 3	Note 3	Note 3
(b) School-based professional support services	Note 1	Note 1	Note 1	Note 1	Note 1
(c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year:					
(i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students	-	-	-	54.0	60.7

(ii) specific training courses for kindergarten teachers on support of NCS students	-	-	-	1.4	1.5 Note 4

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 under the overall expenditure of EDB and/or different funds, and a breakdown of expenditure by item is not available.

2. With the approval of the relief measure announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the non-local Chinese Language examinations concerned in the 2018/19 school year is waived accordingly.

3. Regarding the USP projects, the actual expenditure is $2.25 million, $8.33 million and $2.88 million for the 2015/16, 2016/17 and 2017/18 school years respectively, and the estimated expenditure is $5.46 million for the 2018/19 school year. As the USP projects are implemented in both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

4. Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate kindergartens in arranging teachers to attend specified training courses on supporting NCS students. The relevant expenditure has been included in the estimated expenditure for these training courses.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4005)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown, by school category, by school district and by school sponsoring body, of the number of schools which have established an incorporated management committee (IMC), their percentage out of the total number of all aided schools, the total number of schools and the amount of grant provided by the Administration for setting up IMCs in aided schools from the 2014/15 to 2018/19 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 101)

Reply:

As at 1 March 2019, 833 aided schools of 231 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). In the school years from 2014/15 to 2018/19 (as at 1 March 2019), the number of aided schools is 840, 839, 839, 841 and 840 respectively and the percentage of aided IMC schools among all aided schools is 98.0%, 98.3%, 98.9%, 99.2% and 99.2% respectively. The number of aided IMC schools by district and category in the school years from 2014/15 to 2018/19 is at Appendix.

The actual expenditure from 2014-15 to 2017-18 and the revised estimated expenditure in 2018-19 for supporting schools to set up their IMCs are $34.5 million, $33.1 million, $25.7 million, $5.6 million and $6.2 million respectively.

Appendix

Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category

District	2014/15 School Year (As at 31 August 2015)				2015/16 School Year (As at 31 August 2016)				2016/17 School Year (As at 31 August 2017)				2017/18 School Year (As at 31 August 2018)				2018/19 School Year (As at 1 March 2019)			
	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**	Secondary School	Primary School	Special School	**Total**
Central & Western	7	12	0	**19**	7	12	0	**19**	7	12	0	**19**	7	13	0	**20**	7	13	0	**20**
Eastern	24	21	3	**48**	22	21	3	**46**	22	21	3	**46**	22	21	3	**46**	22	21	3	**46**
Islands	7	13	1	**21**	7	13	1	**21**	7	13	1	**21**	7	13	1	**21**	7	13	1	**21**
Kowloon City	26	23	1	**50**	26	23	1	**50**	27	27	1	**55**	27	28	1	**56**	27	28	2	**57**
Kwai Tsing	31	30	6	**67**	31	30	6	**67**	31	30	6	**67**	31	30	6	**67**	31	30	6	**67**
Kwun Tong	25	32	4	**61**	25	32	4	**61**	25	32	5	**62**	25	32	5	**62**	25	32	5	**62**
North	17	27	2	**46**	17	27	2	**46**	17	27	2	**46**	17	27	2	**46**	17	27	2	**46**
Sai Kung	18	21	3	**42**	18	21	3	**42**	18	21	3	**42**	18	21	3	**42**	18	21	3	**42**
Shan Shui Po	15	18	7	**40**	15	18	7	**40**	15	18	7	**40**	15	18	7	**40**	15	18	8	**41**
Sha Tin	36	37	5	**78**	36	37	5	**78**	37	37	5	**79**	37	38	5	**80**	36	38	5	**79**
Southern	12	9	6	**27**	13	9	6	**28**	12	9	6	**27**	12	9	6	**27**	12	9	6	**27**
Tai Po	17	17	4	**38**	17	17	4	**38**	17	17	4	**38**	17	18	4	**39**	17	18	4	**39**
Tsuen Wan	13	19	0	**32**	13	19	0	**32**	13	19	0	**32**	13	19	0	**32**	13	19	0	**32**
Tuen Mun	36	33	4	**73**	36	33	4	**73**	36	33	4	**73**	36	33	4	**73**	36	33	4	**73**
Wan Chai	7	12	2	**21**	9	12	2	**23**	10	12	2	**24**	10	12	2	**24**	10	12	2	**24**
Wong Tai Sin	22	24	5	**51**	22	25	5	**52**	22	23	5	**50**	22	23	5	**50**	22	24	3	**49**
Yau Tsim Mong	12	17	2	**31**	12	17	2	**31**	12	17	2	**31**	12	17	2	**31**	12	17	1	**30**
Yuen Long	30	43	5	**78**	30	43	5	**78**	30	43	5	**78**	30	43	5	**78**	30	43	5	**78**
Total number of Aided IMC Schools	***355***	***408***	***60***	***823***	***356***	***409***	***60***	***825***	***358***	***411***	***61***	***830***	***358***	***415***	***61***	***834***	***357***	***416***	***60***	***833***

Notes: The above table only shows the number of aided IMC schools. There are also 21 DSS schools with an IMC as at 1 March 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4006)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the student-to-teacher ratios, please provide the following information:

(a) For the 2014/15 to 2018/19 school years and the estimate for the 2019/20 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided primary schools and the expenditures involved?

(b) For the 2014/15 to 2018/19 school years and the estimate for the 2019/20 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided secondary schools and the expenditures involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 103)

Reply:

(a) The student-to-teacher ratios in public sector primary schools were reduced from 14.0:1 to 13.7:1 in the school years from 2014/15 to 2018/19. It is projected that improvement of the ratio will continue in the 2019/20 school year. The Education Bureau (EDB) endeavours to improve the student-to-teacher ratios in public sector primary schools and has continuously injected resources for implementing various new initiatives to provide additional teaching staff for schools. Examples include the implementation of Small Class Teaching and the provision of specific grants under various initiatives such as the Learning Support Grant, which provides flexibility for schools to employ additional teachers. In addition, starting from the 2017/18 school year, the teacher-to-class ratio for public sector primary schools (including special schools) has been increased by 0.1 across-the-board. As the EDB does not capture school-based information on the deployment of grants for employing additional teachers, we are unable to provide the actual expenditure on such improvements.

(b) The student-to-teacher ratios in public sector secondary schools were reduced from 13.0:1 to 11.4:1 in the school years from 2014/15 to 2018/19. It is projected that improvement of the ratio will continue in the 2019/20 school year. The improvement of the student-to-teacher ratios is mainly due to the introduction of a series of relief measures to tackle the decline in secondary school student population, including the reduction in the number of students allocated to each Secondary 1 class, 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. All along, the EDB has been injecting resources for implementing various new initiatives to provide schools with additional teaching manpower. For example, starting from the 2017/18 school year, the teacher-to-class ratio for public sector secondary schools (including special schools) has been increased by 0.1 across-the-board. Moreover, the provision of specific grants for the new senior secondary curriculum, and other grants under various initiatives such as the Learning Support Grant, the Career and Life Planning Grant, etc., also enables schools to employ additional teachers. As the EDB does not capture school-based information on the deployment of grants for employing additional teachers, we are unable to provide the actual expenditure on such improvements.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4007)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding graduate teachers and certificated masters/mistresses in public sector schools, please provide the following information:

1. The number and percentage of teachers appointed as graduate teachers and certificated masters/mistresses and their respective wastage rates in public sector schools (including special schools); the number, percentage and wastage rate of certificated masters/mistresses with a recognised degree qualification in public sector schools (including special schools); and the total number of teachers in public sector schools (including special schools) from the 2014/15 to 2018/19 school years; and

2. The Government is going to fully implement the all-graduate teaching force policy. In this connection, what measures will the Education Bureau take to implement the policy and what will be the expenditure involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 105)

Reply:

1. From the 2014/15 to 2018/19 school years, the respective number, percentage, rate of wastage and total number of teachers appointed as graduate teachers and non-graduate teachers in public sector schools are as follows:

Primary Schools (Government and Aided)

School Year	Graduate Teachers			Non-graduate Teachers			Total Number of Teachers*
	Number of Teachers*	%	Wastage Rate (%)^	Number of Teachers*	%	Wastage Rate (%)^	
2014/15	7 550	39.9	3.0	11 400	60.1	5.2	18 950
2015/16	7 960	41.0	3.2	11 470	59.0	5.4	19 430
2016/17	8 530	42.9	2.4	11 370	57.1	5.4	19 900
2017/18	9 310	43.7	2.7	11 980	56.3	4.2	21 290
2018/19 (Estimate)	10 320	46.6	2.8	11 800	53.4	5.6	22 120

Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers			Non-graduate Teachers			Total Number of Teachers*
	Number of Teachers*	%	Wastage Rate (%)^	Number of Teachers*	%	Wastage Rate (%)^	
2014/15	18 300	78.6	4.3	4 970	21.4	6.9	23 270
2015/16	17 960	78.5	4.2	4 930	21.5	7.8	22 890
2016/17	17 690	78.7	4.0	4 800	21.3	6.9	22 490
2017/18	17 780	79.2	4.1	4 680	20.8	6.4	22 460
2018/19 (Estimate)	17 900	79.8	4.3	4 540	20.2	6.2	22 440

Special Schools

School Year	Graduate Teachers			Non-graduate Teachers			Total Number of Teachers*
	Number of Teachers*	%	Wastage Rate (%)^	Number of Teachers*	%	Wastage Rate (%)^	
2014/15	810	48.2	4.6	870	51.8	8.8	1 680
2015/16	840	49.6	4.6	860	50.4	9.0	1 700
2016/17	860	51.2	3.6	820	48.8	10.5	1 690
2017/18	940	50.9	4.4	910	49.1	9.3	1 850
2018/19 (Estimate)	990	52.6	6.6	890	47.4	10.5	1 870

Regarding non-graduate teachers, the number of teachers with degree qualifications (degree holders), their percentage share among all non-graduate teachers, and their respective wastage rate in public sector schools for the school years from 2014/15 to 2018/19 are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers		
	Number of Degree Holders*	%	Wastage Rate (%)^
2014/15	10 600	93.0	4.6
2015/16	10 770	93.9	4.9
2016/17	10 740	94.4	5.1
2017/18	11 390	95.0	4.0
2018/19 (Estimate)	11 270	95.5	5.3

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers		
	Number of Degree Holders*	%	Wastage Rate (%)^
2014/15	4 580	92.2	6.6
2015/16	4 590	93.1	7.5
2016/17	4 490	93.6	6.8
2017/18	4 410	94.3	6.0
2018/19 (Estimate)	4 300	94.6	5.9

Special Schools

School Year	Non-graduate Teachers		
	Number of Degree Holders*	%	Wastage Rate (%)^
2014/15	810	92.8	9.3
2015/16	800	94.0	8.3
2016/17	780	94.5	10.3
2017/18	870	95.4	9.8
2018/19 (Estimate)	850	95.4	10.6

* Numbers are rounded to the nearest 10.

^ "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. "Drop-out teachers" refer to the teachers who were serving in a school as at mid-September of the preceding school year but were no longer serving in any primary, secondary or special school as at mid-September of the school year concerned.

Remark: The numbers of teachers above cover teachers within and outside establishment.

2. To raise the professional status of teachers, retain and attract talents into the teaching profession, the Government announced in the Chief Executive's 2018 Policy Address that the all-graduate teaching force policy would be implemented in public sector primary and secondary schools in one go in the 2019/20 school year. Starting from the 2019/20 school year, the ratio of graduate teacher posts in public sector primary and secondary schools will be increased in one go to 100%, so that the ratio of graduate teacher posts in public sector primary schools will be increased from the current 65% to 100%, and the ratio of graduate teacher posts in public sector secondary schools will be increased from the current 85% to 100%. Meanwhile, the non-graduate teacher posts provided for schools under various measures will be turned into graduate teacher posts in the 2019/20 school year. Schools may, in light of their own circumstances, fully implement the all-graduate teaching force policy in one go or in stages by the 2020/21 school year. The annual additional funding involved is about $1.5 billion.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4008)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

At present, aided primary, secondary and special schools are allowed to retain fund balance up to 12 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 12 months' provision of their recurrent funding under Expanded Subject and Curriculum Block Grant (ESCBG). Please provide the following information:

(a) Please list the cumulative amount of reserve under OEBG/EOEBG/ESCBG and the number of months of the recurrent subvention of the school that the said amount represents in the 5 school years from 2014/15 to 2018/19 in the tables below;

(A) Aided and government secondary schools

Amount of reserve	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools
$0 to below $500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	

	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or more		12 months or more		12 months or more		12 months or more		12 months or more	
$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 to below $3.5 million										
$3.5 million to below $4 million										
$4 million or above										

(B) Aided and government primary schools

Amount of reserve	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools
$0 to below $500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or more		12 months or more		12 months or more		12 months or more		12 months or more	
$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 to below $3.5 million										
$3.5 million to below $4 million										
$4 million or above										

(C) Aided special schools

Amount of reserve	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools
$0 to below $500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or more		12 months or more		12 months or more		12 months or more		12 months or more	
$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 to below $3.5 million										
$3.5 million to below $4 million										
$4 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 sector primary and secondary schools as well as the highest, lowest, average and median amount of unspent grants in the 5 school years from 2014/15 to 2018/19.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 108)

Reply:

(a) A breakdown of the cumulative balances under Operating Expenses Block Grant (OEBG)/Expanded Operating Expenses Block Grant (EOEBG)/Expanded Subject and Curriculum Block Grant (ESCBG) for aided and government schools at the end of 2014/15, 2015/16 and 2016/17 school years is set out at Annex 1.

The information on cumulative balances of aided schools is based on the annual audited accounts submitted by aided schools to the Education Bureau (EDB). Since some aided schools have yet to submit their accounts for the 2017/18 school year and the 2018/19 school year has not finished, relevant information for these two school years is not yet available.

(b) The highest, lowest, average and median amount of the major grants provided by the Government to aided and government schools during the financial years from 2014-15 to 2018-19, together with the highest, lowest, average and median amount of unspent grants from 2014-15 to 2016-17, are set out at Annex 2.

The information on unspent grants of aided schools is based on the annual audited accounts submitted by aided schools to the EDB. Since aided schools are still submitting their accounts for the 2017/18 school year and the 2018/19 school year has not finished, information on unspent grants for these two school years is not yet available.

Annex 1

Information on cumulative balances under OEBG/EOEBG/ESCBG for the school years from 2014/15 to 2016/17

(A) Aided and government secondary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2014/15 school year		2015/16 school year		2016/17 school year	
	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools
0 to below $500,000	Less than 6 months	46	Less than 6 months	37	Less than 6 months	33
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$500,000 to below $1 million	Less than 6 months	23	Less than 6 months	34	Less than 6 months	31
	6 to less than 9 months	11	6 to less than 9 months	5	6 to less than 9 months	5
	9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$1 million to below $1.5 million	Less than 6 months	26	Less than 6 months	23	Less than 6 months	28
	6 to less than 9 months	3	6 to less than 9 months	8	6 to less than 9 months	8
	9 to less than 12 months	4	9 to less than 12 months	5	9 to less than 12 months	7
	12 months or more	1	12 months or more	0	12 months or more	0
$1.5 million to below $2 million	Less than 6 months	30	Less than 6 months	37	Less than 6 months	36
	6 to less than 9 months	0	6 to less than 9 months	1	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$2 million to below $2.5 million	Less than 6 months	30	Less than 6 months	34	Less than 6 months	41
	6 to less than 9 months	1	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$2.5 million to below $3 million	Less than 6 months	28	Less than 6 months	24	Less than 6 months	31
	6 to less than 9 months	3	6 to less than 9 months	1	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	1	12 months or more	1	12 months or more	0

Amount of Reserve	2014/15 school year		2015/16 school year		2016/17 school year	
	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools
$3 million to below $3.5 million	Less than 6 months	19	Less than 6 months	28	Less than 6 months	22
	6 to less than 9 months	18	6 to less than 9 months	13	6 to less than 9 months	20
	9 to less than 12 months	0	9 to less than 12 months	1	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	1
$3.5 million to below $4 million	Less than 6 months	2	Less than 6 months	3	Less than 6 months	4
	6 to less than 9 months	33	6 to less than 9 months	33	6 to less than 9 months	29
	9 to less than 12 months	2	9 to less than 12 months	1	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
$4 million or above	Less than 6 months	1	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	59	6 to less than 9 months	59	6 to less than 9 months	50
	9 to less than 12 months	49	9 to less than 12 months	42	9 to less than 12 months	43
	12 months or more	3	12 months or more	0	12 months or more	0
Total		394		391		391

(B) Aided and government primary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2014/15 school year		2015/16 school year		2016/17 school year	
	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools
0 to below $500,000	Less than 6 months	37	Less than 6 months	36	Less than 6 months	25
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$500,000 to below $1 million	Less than 6 months	84	Less than 6 months	71	Less than 6 months	68
	6 to less than 9 months	1	6 to less than 9 months	2	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$1 million to below $1.5 million	Less than 6 months	95	Less than 6 months	78	Less than 6 months	83
	6 to less than 9 months	18	6 to less than 9 months	15	6 to less than 9 months	15
	9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
$1.5 million to below $2 million	Less than 6 months	60	Less than 6 months	74	Less than 6 months	68
	6 to less than 9 months	20	6 to less than 9 months	22	6 to less than 9 months	13
	9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$2 million to below $2.5 million	Less than 6 months	37	Less than 6 months	33	Less than 6 months	33
	6 to less than 9 months	33	6 to less than 9 months	32	6 to less than 9 months	30
	9 to less than 12 months	0	9 to less than 12 months	2	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$2.5 million to below $3 million	Less than 6 months	3	Less than 6 months	9	Less than 6 months	9
	6 to less than 9 months	30	6 to less than 9 months	33	6 to less than 9 months	43
	9 to less than 12 months	2	9 to less than 12 months	3	9 to less than 12 months	5
	12 months or more	0	12 months or more	0	12 months or more	0
$3 million to below $3.5 million	Less than 6 months	0	Less than 6 months	1	Less than 6 months	0
	6 to less than 9 months	12	6 to less than 9 months	21	6 to less than 9 months	27
	9 to less than 12 months	4	9 to less than 12 months	4	9 to less than 12 months	3
	12 months or more	0	12 months or more	0	12 months or more	0

Amount of Reserve	2014/15 school year		2015/16 school year		2016/17 school year	
	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools
$3.5 million to below $4 million	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	5	6 to less than 9 months	1	6 to less than 9 months	12
	9 to less than 12 months	4	9 to less than 12 months	9	9 to less than 12 months	12
	12 months or more	0	12 months or more	0	12 months or more	0
$4 million or above	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	0	6 to less than 9 months	1	6 to less than 9 months	1
	9 to less than 12 months	2	9 to less than 12 months	3	9 to less than 12 months	3
	12 months or more	0	12 months or more	0	12 months or more	0
Total		449		451		451

(C) Aided special schools (Note 1)

Amount of Reserve	2014/15 school year		2015/16 school year		2016/17 school year	
	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools
0 to below $500,000	Less than 6 months	1	Less than 6 months	1	Less than 6 months	2
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$500,000 to below $1 million	Less than 6 months	5	Less than 6 months	2	Less than 6 months	3
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$1 million to below $1.5 million	Less than 6 months	8	Less than 6 months	11	Less than 6 months	7
	6 to less than 9 months	4	6 to less than 9 months	2	6 to less than 9 months	3
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$1.5 million to below $2 million	Less than 6 months	4	Less than 6 months	6	Less than 6 months	5
	6 to less than 9 months	7	6 to less than 9 months	5	6 to less than 9 months	4
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
$2 million to below $2.5 million	Less than 6 months	3	Less than 6 months	5	Less than 6 months	5
	6 to less than 9 months	5	6 to less than 9 months	0	6 to less than 9 months	5
	9 to less than 12 months	5	9 to less than 12 months	3	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	0
$2.5 million to below $3 million	Less than 6 months	1	Less than 6 months	2	Less than 6 months	3
	6 to less than 9 months	5	6 to less than 9 months	7	6 to less than 9 months	4
	9 to less than 12 months	1	9 to less than 12 months	3	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
$3 million to below $3.5 million	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	2	6 to less than 9 months	3	6 to less than 9 months	5
	9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	1
	12 months or more	1	12 months or more	1	12 months or more	2

Amount of Reserve	2014/15 school year		2015/16 school year		2016/17 school year	
	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools
$3.5 million to below $4 million	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	1	6 to less than 9 months	0	6 to less than 9 months	1
	9 to less than 12 months	0	9 to less than 12 months	2	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
$4 million or above	Less than 6 months	1	Less than 6 months	2	Less than 6 months	1
	6 to less than 9 months	3	6 to less than 9 months	1	6 to less than 9 months	2
	9 to less than 12 months	2	9 to less than 12 months	3	9 to less than 12 months	3
	12 months or more	0	12 months or more	0	12 months or more	0
Total		60		60		60

Notes

1. The information on cumulative balances of aided schools is based on the annual audited accounts submitted by aided schools to the EDB. Since aided schools are still submitting their accounts for the 2017/18 school year and the 2018/19 school year has not finished, relevant information for these two school years is not yet available.

2. The information on government schools is provided on a financial year basis.

Annex 2

Information on government grants to aided and government schools for the years from 2014-15 to 2018-19

(A) Aided and government secondary schools (excluding special schools)

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Career and Life Planning Grant								
- Highest	517.6	541.6	566.9	583.6	609.9	422.7	468.1	311.3
- Lowest	301.9	531.6	189.0	236.2	243.2	0	0	0
- Average	501.0	540.8	549.5	548.6	592.8	70.9	73.3	43.4
- Median	517.6	541.6	566.9	583.6	609.9	69.6	74.9	23.1
Diversity Learning Grant - Applied Learning								
- Highest	575.6	629.4	825.7	771.1	922.3	71.5	59.3	89.9
- Lowest	5.1	6.3	6.1	6.1	6.6	0	0	0
- Average	153.7	145.8	171.1	174.8	169.9	0.8	0.6	1.9
- Median	132.7	129.9	133.3	147.5	136.0	0	0	0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Diversity Learning Grant - Other Programmes								
- Highest	147.0	147.0	147.0	147.0	147.0	168.0	152.0	147.0
- Lowest	2.9	21.0	14.0	7.0	7.0	0	0	0
- Average	83.8	81.8	82.0	81.0	80.6	53.6	49.0	45.3
- Median	91.0	91.0	84.0	84.0	84.0	56.0	49.2	42.9
Enhanced Senior Secondary Curriculum Support Grant/Senior Secondary Curriculum Support Grant								
- Highest	1,074.8	1,124.7	1,177.2	1,057.1	1,086.0	863.7	965.2	939.7
- Lowest	20.6	25.9	27.1	85.0	131.3	0	0	0
- Average	645.8	646.5	451.1	551.4	647.2	312.7	309.2	180.9
- Median	724.7	709.2	504.5	695.3	724.0	299.3	278.6	26.5
Extra Recurrent Grant under ITE4								
- Highest	-	103.1	103.1	121.3	121.3	-	103.1	84.9
- Lowest	-	48.5	48.5	48.5	48.5	-	0	0
- Average	-	75.8	66.7	66.3	66.9	-	25.5	18.1
- Median	-	84.9	66.7	66.7	66.7	-	13.3	4.9

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Extra Senior Secondary Curriculum Support Grant								
- Highest	250.0	250.0	250.0	250.0	250.0	1,250.0	1,250.0	1,250.0
- Lowest	62.5	62.5	62.5	62.5	250.0	0	0	0
- Average	236.7	220.2	69.0	138.9	250.0	509.9	564.7	584.6
- Median	250.0	250.0	62.5	104.2	250.0	489.0	485.1	500.0
Grants for Teaching and Non-teaching Staff								
- Highest	5,369.7	7,362.2	5,926.3	6,356.7	8,389.1	9,616.8	12,050.7	13,440.9
- Lowest	1.9	2.0	32.6	4.6	1.1	0	0	0
- Average	1,164.9	1,317.3	1,575.2	1,783.9	1,968.8	1,056.1	1,167.2	1,293.1
- Median	552.9	619.9	1,070.9	1,380.9	1,482.8	426.6	493.1	575.3
Information Technology Staffing Support Grant								
- Highest	-	-	-	175.0	304.2	-	-	-
- Lowest	-	-	-	175.0	304.2	-	-	-
- Average	-	-	-	175.0	304.2	-	-	-
- Median	-	-	-	175.0	304.2	-	-	-

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Learning Support Grant								
- Highest	1,500.0	1,559.5	1,583.6	1,753.6	1,712.2	1,218.6	1,086.7	872.2
- Lowest	8.0	9.4	9.6	14.0	10.0	0	0	0
- Average	587.8	665.5	724.1	798.1	593.9	130.7	142.1	144.0
- Median	468.0	522.7	576.5	671.3	501.3	83.1	95.0	103.8
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	395.7	380.7	357.5
- Median	-	-	-	-	-	473.5	447.9	419.8
OEBG/EOEBG/ESCBG								
- Highest	11,057.6	11,439.3	11,692.5	11,966.0	12,151.4	6,736.1	6,718.8	7,528.2
- Lowest	313.0	719.5	1,269.4	775.3	1,333.7	0	0	0
- Average	6,401.0	6,505.8	6,562.6	6,653.8	7,050.5	2,788.1	2,751.9	2,735.8
- Median	6,870.3	6,965.0	6,960.5	7,090.7	7,545.3	2,844.9	2,736.2	2,602.3

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	-	150.0	75.0	-	-	-
- Lowest	-	-	-	43.8	75.0	-	-	-
- Average	-	-	-	141.5	75.0	-	-	-
- Median	-	-	-	150.0	75.0	-	-	-
One-off Grant to Secondary Schools for the Promotion of STEM Education								
- Highest	-	-	200.0	-	-	-	-	200.0
- Lowest	-	-	200.0	-	-	-	-	0
- Average	-	-	200.0	-	-	-	-	185.1
- Median	-	-	200.0	-	-	-	-	200.0
One-off Grant under ITE4								
- Highest	-	147.5	121.5	147.5	121.5	147.5	121.5	147.5
- Lowest	-	69.4	69.4	69.4	121.5	0	0	0
- Average	-	108.7	96.4	93.9	121.5	104.6	48.1	38.0
- Median	-	121.5	95.4	95.4	121.5	121.5	22.4	5.2

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	362.6	308.3	253.9	-	-	362.6
- Lowest	-	-	145.1	38.9	20.0	-	-	0
- Average	-	-	199.1	171.6	121.4	-	-	173.7
- Median	-	-	199.5	199.5	99.6	-	-	199.5
Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland/Grant for the Sister School Scheme								
- Highest	-	-	120.0	240.0	75.0	-	120.0	238.5
- Lowest	-	-	120.0	120.0	75.0	-	6.5	0
- Average	-	-	120.0	196.3	75.0	-	109.5	103.0
- Median	-	-	120.0	240.0	75.0	-	118.7	111.2
Salaries Grants								
- Highest	66,370.7	70,055.5	72,913.8	77,907.1	76,825.4	0	0	0
- Lowest	7,915.4	2,381.1	6,765.5	5.8	9,183.6	0	0	0
- Average	41,270.3	42,694.3	44,463.2	45,553.9	43,950.9	0	0	0
- Median	42,499.4	44,009.4	45,564.0	46,715.2	44,727.9	0	0	0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
School-based After-school Learning and Support Programmes								
- Highest	349.8	373.8	352.8	310.8	325.8	342.4	308.8	289.1
- Lowest	7.2	9.6	12.0	11.6	18.0	0	0	0
- Average	141.1	147.0	138.3	133.9	130.1	70.3	72.1	65.7
- Median	131.0	132.0	124.0	124.8	124.2	59.5	61.8	52.0
Strengthening School Administration Management Grant								
- Highest	-	250.0	-	-	-	-	250.0	250.0
- Lowest	-	250.0	-	-	-	-	0	0
- Average	-	250.0	-	-	-	-	228.6	93.9
- Median	-	250.0	-	-	-	-	250.0	80.8
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	98.4	358.8	256.6	171.0	-	0	0
- Lowest	-	11.5	5.8	10.6	8.9	-	0	0
- Average	-	54.7	160.9	116.3	80.1	-	0	0
- Median	-	52.7	151.0	114.0	80.9	-	0	0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Transitional Career and Life Planning Grant								
- Highest	-	-	100.0	100.0	-	-	-	100.0
- Lowest	-	-	100.0	100.0	-	-	-	0
- Average	-	-	100.0	100.0	-	-	-	82.4
- Median	-	-	100.0	100.0	-	-	-	100.0
Promotion of Reading Grant								
- Highest	-	-	-	-	70.0	-	-	-
- Lowest	-	-	-	-	29.2	-	-	-
- Average	-	-	-	-	58.1	-	-	-
- Median	-	-	-	-	60.0	-	-	-

(B) Aided and government primary schools (excluding special schools)

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Extra Recurrent Grant under ITE4								
- Highest	-	103.1	103.1	121.3	121.3	-	103.1	103.1
- Lowest	-	48.5	48.5	48.5	48.5	-	0	0
- Average	-	67.9	69.3	71.6	73.1	-	17.1	16.0
- Median	-	66.7	66.7	66.7	66.7	-	6.4	5.7
Free Lunch at Schools								
- Highest	1,353.2	1,405.6	1,426.3	1,654.3	1,577.6	0	0	0
- Lowest	18.6	12.4	22.3	14.1	6.4	0	0	0
- Average	430.1	457.2	460.6	444.4	408.1	0	0	0
- Median	397.0	435.5	431.6	420.5	391.2	0	0	0
Grants for Teaching and Non-teaching staff								
- Highest	2,936.6	3,378.3	3,302.9	3,884.3	4,650.4	2,628.7	3,752.9	4,680.9
- Lowest	5.1	3.2	11.5	3.5	17.0	0	0	0
- Average	359.9	504.9	683.2	886.5	1,025.5	215.8	288.6	359.5
- Median	124.4	138.5	153.9	229.7	510.6	143.1	171.1	213.2

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Information Technology Staffing Support Grant								
- Highest	-	-	-	175.0	304.2	-	-	-
- Lowest	-	-	-	175.0	179.2	-	-	-
- Average	-	-	-	175.0	303.9	-	-	-
- Median	-	-	-	175.0	304.2	-	-	-
Learning Support Grant								
- Highest	1,590.0	1,652.1	1,751.5	1,683.6	1,770.9	1,051.2	992.2	905.4
- Lowest	9.1	28.1	28.8	14.0	10.0	0	0	0
- Average	727.3	788.4	836.1	785.6	607.6	140.0	134.3	127.2
- Median	695.5	721.6	775.5	713.3	561.4	105.0	102.3	82.5
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	333.5	312.1	287.1
- Median	-	-	-	-	-	388.3	330.8	289.9

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
OEBG/EOEBG/ESCBG								
- Highest	6,384.1	6,830.1	7,115.3	7,297.9	7,306.9	4,301.6	4,320.3	4,486.9
- Lowest	132.0	764.4	1,450.9	1,510.9	1,392.6	0	0	0
- Average	3,874.1	4,095.2	4,288.9	4,463.3	4,695.6	1,565.0	1,697.6	1,827.0
- Median	4,032.0	4,352.6	4,556.2	4,683.2	4,944.8	1,450.9	1,626.9	1,721.8
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	-	100.0	100.0	-	-	-
- Lowest	-	-	-	29.2	50.0	-	-	-
- Average	-	-	-	94.7	51.4	-	-	-
- Median	-	-	-	100.0	50.0	-	-	-
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	-	100.0	-	-	-	-	100.0	100.0
- Lowest	-	100.0	-	-	-	-	0	0
- Average	-	100.0	-	-	-	-	96.5	57.1
- Median	-	100.0	-	-	-	-	100.0	61.2

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
One-off Grant under ITE4								
- Highest	-	147.5	147.5	147.5	95.4	147.5	147.5	147.5
- Lowest	-	69.4	69.4	69.4	69.4	0	0	0
- Average	-	97.2	99.6	104.6	82.4	96.9	53.3	33.2
- Median	-	95.4	95.4	121.5	82.4	95.4	69.4	4.3
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	308.3	308.3	253.9	-	-	308.3
- Lowest	-	-	145.1	28.8	22.6	-	-	0
- Average	-	-	208.2	188.4	128.7	-	-	183.1
- Median	-	-	199.5	199.5	126.9	-	-	199.5
Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland/Grant for the Sister School Scheme								
- Highest	-	-	120.0	240.0	75.0	-	120.0	239.6
- Lowest	-	-	120.0	120.0	75.0	-	0	0
- Average	-	-	120.0	191.5	75.0	-	108.5	96.5
- Median	-	-	120.0	240.0	75.0	-	118.4	103.6

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Salaries Grants								
- Highest	40,730.5	42,786.6	45,210.6	48,587.7	47,970.6	0	0	0
- Lowest	7,200.7	1,874.6	5,734.3	8,241.0	4,643.3	0	0	0
- Average	23,049.3	24,400.3	26,101.0	28,079.8	27,964.9	0	0	0
- Median	24,950.9	26,318.6	27,791.5	29,631.0	29,535.8	0	0	0
School-based After-school Learning and Support Programmes								
- Highest	400.8	421.8	435.0	417.0	411.6	306.7	397.2	390.0
- Lowest	6.0	6.4	7.8	4.8	6.0	0	0	0
- Average	128.2	141.6	142.7	144.8	141.3	54.9	60.4	60.1
- Median	114.5	128.0	128.0	132.3	130.0	37.2	44.2	37.8
Strengthening School Administration Management Grant								
- Highest	-	250.0	-	-	-	-	250.0	250.0
- Lowest	-	250.0	-	-	-	-	52.2	0
- Average	-	250.0	-	-	-	-	233.0	106.2
- Median	-	250.0	-	-	-	-	250.0	100.4

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	90.8	273.8	198.7	132.2	-	0	0
- Lowest	-	1.4	2.5	2.1	1.9	-	0	0
- Average	-	32.6	84.5	65.8	49.1	-	0	0
- Median	-	27.4	74.2	60.3	46.3	-	0	0
Promotion of Reading Grant								
- Highest	-	-	-	-	40.0	-	-	-
- Lowest	-	-	-	-	11.7	-	-	-
- Average	-	-	-	-	32.7	-	-	-
- Median	-	-	-	-	30.0	-	-	-

(C) Aided special schools

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Career and Life Planning Grant								
- Highest	517.6	541.6	566.9	583.6	609.9	326.7	361.9	121.0
- Lowest	517.6	541.6	566.9	583.6	609.9	0	0	0
- Average	517.6	541.6	566.9	583.6	609.9	83.6	85.6	55.8
- Median	517.6	541.6	566.9	583.6	609.9	85.4	88.2	55.9
Diversity Learning Grant - Applied Learning								
- Highest	215.9	214.4	318.6	373.4	336.9	0	12.1	30.8
- Lowest	6.8	6.3	6.5	8.5	6.9	0	0	0
- Average	81.6	80.7	93.1	104.1	94.2	0	0.3	1.0
- Median	75.2	65.6	62.9	92.3	76.6	0	0	0
Enhanced Senior Secondary Curriculum Support Grant/Senior Secondary Curriculum Support Grant								
- Highest	569.4	428.5	518.0	477.7	482.7	406.7	399.8	406.4
- Lowest	102.4	81.2	40.6	42.5	14.6	0	0	0
- Average	211.1	217.1	221.7	222.1	243.3	117.1	92.5	106.8
- Median	204.7	214.2	224.2	231.8	241.3	114.1	80.9	103.0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Extra Recurrent Grant under ITE4								
- Highest	-	84.9	103.1	103.1	103.1	-	69.4	66.7
- Lowest	-	48.5	48.5	48.5	48.5	-	0	0
- Average	-	51.3	52.8	52.2	52.8	-	19.5	16.6
- Median	-	48.5	48.5	48.5	48.5	-	9.9	11.9
Free Lunch at Schools								
- Highest	146.5	141.9	189.2	209.6	190.5	0	0	0
- Lowest	1.9	2.6	3.2	3.7	1.8	0	0	0
- Average	45.4	47.3	47.8	45.3	37.2	0	0	0
- Median	32.9	41.4	43.4	38.5	30.0	0	0	0
Grants for Teaching and Non-teaching Staff								
- Highest	4,612.2	4,949.9	4,907.2	4,942.0	4,702.8	4,686.7	4,914.6	5,098.1
- Lowest	57.8	59.3	47.4	37.5	9.4	0	0	0
- Average	1,426.0	1,416.4	1,532.9	1,849.3	1,776.0	845.3	997.6	1,000.7
- Median	845.8	970.6	1,279.4	1,481.7	1,352.0	470.4	552.3	553.0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Information Technology Staffing Support Grant								
- Highest	-	-	-	175.0	304.2	-	-	-
- Lowest	-	-	-	175.0	125.0	-	-	-
- Average	-	-	-	175.0	301.3	-	-	-
- Median	-	-	-	175.0	304.2	-	-	-
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	349.6	323.6	306.7
- Median	-	-	-	-	-	428.4	371.5	355.9
OEBG/EOEBG/ESCBG								
- Highest	11,278.0	11,788.5	11,987.8	12,295.7	12,918.5	6,991.8	6,492.8	6,801.4
- Lowest	1,728.7	1,884.0	1,907.4	1,851.2	458.2	262.6	30.2	105.5
- Average	4,199.7	4,402.9	4,509.0	4,580.2	4,925.6	2,275.9	2,391.0	2,433.4
- Median	3,850.2	4,174.4	4,250.3	4,238.6	4,596.2	2,070.7	2,257.0	3,476.4

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	-	150.0	-	-	-	-
- Lowest	-	-	-	75.0	-	-	-	-
- Average	-	-	-	148.0	-	-	-	-
- Median	-	-	-	150.0	-	-	-	-
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	-	100.0	-	-	-	-	100.0	100.0
- Lowest	-	100.0	-	-	-	-	0.2	0
- Average	-	100.0	-	-	-	-	97.0	58.1
- Median	-	100.0	-	-	-	-	100.0	57.7
One-off Grant to Secondary Schools for the Promotion of STEM Education								
- Highest	-	-	200.0	200.0	-	-	-	200.0
- Lowest	-	-	100.0	200.0	-	-	-	63.0
- Average	-	-	105.1	200.0	-	-	-	103.5
- Median	-	-	100.0	200.0	-	-	-	100.0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
One-off Grant under ITE4								
- Highest	-	121.5	147.5	95.4	69.4	121.5	147.5	140.7
- Lowest	-	69.4	69.4	69.4	69.4	53.9	0	0
- Average	-	73.4	79.5	74.6	69.4	74.1	41.7	27.9
- Median	-	69.4	69.4	69.4	69.4	69.4	40.4	3.7
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	308.3	199.5	145.1	-	-	308.3
- Lowest	-	-	145.1	145.1	145.1	-	-	0
- Average	-	-	156.2	155.9	145.1	-	-	138.8
- Median	-	-	145.1	145.1	145.1	-	-	145.1
Salaries Grants								
- Highest	75,876.0	81,958.2	84,534.6	88,397.2	87,567.7	0	0	0
- Lowest	6,366.1	7,890.1	9,076.2	7,915.4	5,040.8	0	0	0
- Average	25,470.8	27,396.1	28,957.6	30,408.5	30,244.6	0	0	0
- Median	24,374.3	26,089.6	27,753.0	29,474.9	29,609.4	0	0	0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
School-based After-school Learning and Support Programmes								
- Highest	114.0	130.2	120.6	114.6	101.4	89.4	99.9	90.6
- Lowest	5.6	5.2	4.0	2.4	4.4	0	0	0
- Average	31.5	38.4	41.4	36.3	32.7	14.5	18.3	20.4
- Median	24.0	30.0	30.0	25.2	24.4	7.9	12.6	14.6
Strengthening School Administration Management Grant								
- Highest	-	250.0	-	-	-	-	250.0	250.0
- Lowest	-	250.0	-	-	-	-	24.7	0
- Average	-	250.0	-	-	-	-	237.6	114.0
- Median	-	250.0	-	-	-	-	250.0	98.4
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	-	94.6	64.9	43.9	-	0	0
- Lowest	-	-	3.6	3.1	3.5	-	0	0
- Average	-	-	31.8	23.0	17.6	-	0	0
- Median	-	-	21.9	16.9	14.3	-	0	0

Government grant (Note 1)	Amount received (Note 2) $'000					Amount unspent (Notes 2 to 4) $'000		
	2014-15	2015-16	2016-17	2017-18	2018-19 (Note 5)	2014-15	2015-16	2016-17
Promotion of Reading Grant								
- Highest	-	-	-	-	30.0	-	-	-
- Lowest	-	-	-	-	30.0	-	-	-
- Average	-	-	-	-	30.0	-	-	-
- Median	-	-	-	-	30.0	-	-	-
Consultation Service Grant								
- Highest	-	-	-	-	396.1	-	-	-
- Lowest	-	-	-	-	72.0	-	-	-
- Average	-	-	-	-	168.4	-	-	-
- Median	-	-	-	-	144.0	-	-	-
Additional Support Grant for Day Students and Day Students cum Boarders with Medical Complexity in Aided Special Schools								
- Highest	-	-	-	-	597.7	-	-	-
- Lowest	-	-	-	-	176.3	-	-	-
- Average	-	-	-	-	207.2	-	-	-
- Median	-	-	-	-	176.3	-	-	-

Notes

1. To present a more realistic picture of the unspent balance of grants retained by individual schools, this Annex only covers government grants that are received by the majority of aided and government schools (i.e. more than 50% of aided and government secondary schools, aided and government primary schools, or aided special schools as appropriate). Other grants that are not received by the majority of aided and government schools are not included in the Annex.

2. The information on government grants received by aided and government schools and the respective unspent amount of government schools are calculated on a financial year basis, while the respective unspent amount of aided schools is calculated on a school year basis.

3. The information on unspent grants of aided schools is based on the annual audited accounts submitted by aided schools to the EDB. Since some aided schools have yet to submit their accounts for the 2017/18 school year and the 2018/19 school year has not finished, information on unspent grants for these two school years is not yet available.

4. Amount of unspent grants is calculated after taking into account the amount brought forward from the previous school/financial year and after deducting the excessive surplus amount to be returned to the Government.

5. The information on government grants received by aided and government schools for the financial year 2018-19 shows the position as at 28 February 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4011)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the financial position of the Hong Kong Examinations and Assessment Authority in respect of conducting Territory-wide System Assessment (TSA) and Basic Competency Assessments (BCA), please provide the following information:

(1) The cost per subject entry in each of the past 3 years, broken down by items of expenditure;

(2) The number of students taking the TSA/BCA broken down by year of study; and the cost of providing special examination arrangements for candidates with special educational needs in each of the past 3 years; and

(3) The estimated expenditure and number of candidates for the upcoming TSA.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 30)

Reply:

(1)

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Student Assessment (SA)* and Territory-wide System Assessment (TSA). The payment, which is settled with the HKEAA according to the terms of contract and service items (instead of subjects) on an annual basis, includes item setting, printing, and administration fees on administering schools' participation in the assessment. In the past 3 years, the expenditure on SA, TSA and related study under the project is tabulated as follows:

Contract Period	Expenditure ($ million)		Total expenditure ($ million)	Average annual expenditure ($ million)
	SA	TSA and related study under the project		
2015-2018	3*	290	293	73

Note: Since January 2017, SA has been upgraded to Student Assessment Repository (STAR) platform. The expenditure on STAR is subsumed under the overall expenditure of EDB.

(2)

According to the information provided by the HKEAA, about 2 500 Primary 6 students and 50 000 Secondary 3 students participated in TSA 2018. The number of students participating in TSA in the 2015/16 and 2016/17 school years is provided in the table below:

School Year/Level	Primary 3	Primary 6	Secondary 3
2015/16 school year	5 156	1 952△	55 278
2016/17 school year	54 506	47 220	52 707

△ Since 2012, Primary 6 TSA has been conducted in odd-numbered years. Schools can opt to take the assessment in even-numbered years on a voluntary basis.

Accepting the Committee's recommendations on Primary 3 TSA last year, the EDB has, starting from 2018, conducted Primary 3 TSA with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling". At the territory-wide level, the HKEAA samples around 10% of students from each public sector and Direct Subsidy Scheme school for Primary 3 TSA each year. If schools consider necessary, the HKEAA can arrange participation of their Primary 3 students in TSA in full cohort.

Since the number of schools arranging participation of their Primary 3 students in TSA in full cohort (and the related number of students) are not pertinent to the policy objective, the EDB does not inquire the HKEAA about the schools that opt for full participation of their Primary 3 students in TSA (and the related number of students), and no longer maintains the

information on the breakdown of primary and secondary students participating in TSA. In line with the policy intent of the new assessment arrangements, the HKEAA will no longer disclose the relevant information.

Separately, according to the information provided by the HKEAA, the expenditure involved in providing special examination arrangements for students with special educational needs and non-Chinese speaking students participating in TSA in the 2015/16, 2016/17 and 2017/18 school years was about $90,000, $160,000 and $140,000 respectively. A breakdown of the expenditure by student group is not available.

(3)

The TSA of this school year will be conducted in the second quarter of 2019. Subject to actual arrangements at the time, the estimated expenditure is $85 million.

The EDB has not estimated the number of students participating in TSA. The Primary 3 TSA in the 2018/19 school year will continue to be conducted on a sampling basis. Having regard to school-based context, schools may apply to the HKEAA on their own for full cohort participation in the Primary 3 TSA. Moreover, since 2019 is an odd-numbered year, the Primary 6 TSA will be conducted in the form of full cohort participation, while all Secondary 3 students in the territory will participate in the TSA as usual.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4014)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding long-serving full-time non-civil service contract (NCSC) staff in the Education Bureau, please provide the following information:

1. What is the number of NCSC staff with continuous service of 5 to less than 10 years as at end-2018? What duties did they perform? How many of them were teachers in government schools? How many of them have been converted to permanent staff?

2. What is the number of NCSC staff with continuous service in the same position for 5 or more years as at end-2018? What duties did they perform? How many of them were teachers in government schools? How many of them have been converted to permanent staff?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 43)

Reply:

As at 31 December 2018, there were 113 full-time non-civil service contract (NCSC) staff with continuous service of 5 to less than 10 years. They were mainly responsible for providing janitor service, educational support and clerical service.

As at 31 December 2018, there were 119 full-time NCSC staff serving continuously in the same position for 5 years or more in the Education Bureau (EDB). They were mainly responsible for providing janitor service, educational support and clerical service.

The EDB has not employed any teachers on NCSC terms.

At present, there is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who meet the basic entry requirements can 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.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4015)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of non-civil service contract (NCSC) staff engaged in the past 5 years to "meet service needs which are time-limited, short-term or seasonal in nature" using the table below.

Types of jobs	14/15	15/16	16/17	17/18	18/19
Teaching Assistant					
Project Manager/Project Coordinator/Project Officer/Project Administrative Manager/Project Administrative Officer/Project Development Officer/Deputy Project Director/Project Assistant/Project Management Officer					
General Clerk/ Project Assistant/General Assistant					
Information Technology/ Technical Support Staff					

Executive Manager/ Administrative Assistant/ Administrative Management Officer					
Educational Psychologist/ Audiologist					
Others (e.g. Student Affairs Assistant and Research Officer)					

2. Please provide the number of NCSC staff engaged in the past 5 years to "meet service needs where the mode of delivery of the service is under review or likely to be changed" using the table below.

Types of jobs	14/15	15/16	16/17	17/18	18/19
General Worker					
Semi-skilled/Skilled Worker					
General Clerk					
Teaching Assistant					
Others					

3. Please provide the number of project officers and advisory teachers engaged in the past 5 years to "tap the latest expertise in a particular area of the labour market".

4. Regarding the full-time NCSC staff engaged for the above 3 reasons in the 2018/19 school year, what are the specific duties of each type of jobs?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 49)

Reply:

1. The number of non-civil service contract (NCSC) staff engaged to "meet service needs which are time-limited, short-term or seasonal in nature" is set out below:

Financial Year / Types of jobs	2014-15 (up to 30 June 2014)	2015-16 (up to 30 June 2015)	2016-17 (up to 30 June 2016)	2017-18 (up to 30 June 2017)	2018-19 (up to 30 June 2018)
Teaching Assistant	258	278	315	332	349
Project Manager/Project Coordinator/Project Officer/Project Administrative Manager/Project Administrative Officer/Project Development Officer/Deputy Project Director/Project Assistant/Project Management Officer	53	46	63	71	96
General Clerk/ Project Assistant/General Assistant	64	79	81	85	91
Information Technology/ Technical Support Staff	53	48	56	62	86
Executive Manager/ Administrative Assistant/ Administrative Management Officer	46	37	39	47	41
Educational Psychologist/ Audiologist	14	14	12	16	35
Others (e.g. Student Affairs Assistant and Research Officer)	121	116	86	55	50

2. The number of NCSC staff engaged to "meet service needs where the mode of delivery of the service is under review or likely to be changed" is set out below:

Financial Year / Types of jobs	2014-15 (up to 30 June 2014)	2015-16 (up to 30 June 2015)	2016-17 (up to 30 June 2016)	2017-18 (up to 30 June 2017)	2018-19 (up to 30 June 2018)
General Worker	303	256	256	270	222
Semi-skilled/Skilled Worker	98	86	92	100	89
General Clerk	88	81	91	88	73
Teaching Assistant	19	30	10	12	9
Others	34	41	25	25	24

3. The number of project officers and advisory teachers engaged to "tap the latest expertise in a particular area of the labour market" is set out below:

Financial Year / Types of jobs	2014-15 (up to 30 June 2014)	2015-16 (up to 30 June 2015)	2016-17 (up to 30 June 2016)	2017-18 (up to 30 June 2017)	2018-19 (up to 30 June 2018)
Project Officer	11	9	9	19	12
Advisory Teacher	4	4	3	0	2

4. As at 30 June 2018, the full-time NCSC staff engaged for the above 3 reasons were mainly responsible for providing educational support, as well as janitor and clerical services.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4016)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of agency workers engaged in each of the years from 2013 to 2018.

Scope of service	2013	2014	2015	2016	2017	2018
1. To meet urgent or unforeseen service needs or unexpected surge in service demands for the short-term						
1a. Clerical and general support						
1b. To support the processing of applications for Registration Certificate for Kindergarten Admission and other kindergarten-related tasks						
1c. Executive support/Project co-ordination						
1d. Information technology support, other education and research work						
2. To meet service needs which entail irregular work patterns or where the nature of the work involved renders it difficult to recruit and retain staff						
3. To fill short-term manpower gap						
4. To provide short-term manpower to deliver services the mode of which will be changed shortly						
Total						

2. What employment agencies did the Administration commission respectively to provide the listed services in each of the years? What were the selection criteria? What was the amount of funding approved to pay for the commissioned service?

3. What did the scopes "Clerical and general support" and "Executive support/Project co-ordination" under "To meet urgent or unforeseen service needs or unexpected surge in service demands for the short-term" specifically cover?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 62)

Reply:

1. The number of agency workers engaged by the Education Bureau (EDB) in each of the years from 2013 to 2018 is as follows –

Scope of service/Year*	2013	2014	2015	2016	2017	2018
1. To meet urgent or unforeseen service needs or unexpected surge in service demands for the short-term	56	79	59	93	113	134
1a. Clerical and general support	*53*	*73*	*38*	*54*	*47*	*68*
1b. To support the processing of applications for Registration Certificate for Kindergarten Admission and other kindergarten-related tasks	-	-	-	*24*	*32*	*39*
1c. Executive support/Project co-ordination	*3*	*6*	*21*	*12*	*30*	*26*
1d. Information technology support, other education and research work	-	-	-	*3*	*4*	*1*
2. To meet service needs which entail irregular work patterns or where the nature of the work involved renders it difficult to recruit and retain staff	6	1	0	0	0	0
3. To fill short-term manpower gap	3	12	11	6	4	10
4. To provide short-term manpower to deliver services the mode of which will be changed shortly	3	2	0	0	0	0
Total	**68**	**94**	**70**	**99**	**117**	**144**

* As at 30 September of the respective years.

2. In procuring agency worker service, the EDB abides by the relevant Stores and Procurement Regulations and Financial Circulars, and adheres to the Government's long-standing established procurement principles, including value for money, transparency, open and fair competition and accountability. The total amount of agency worker service contracts awarded by the EDB in each of the years from 2013 to 2018 is as follows –

Year*	Total amount of service contracts ($ million)
2013	7.83
2014	8.36
2015	8.23
2016	10.03
2017	15.54
2018	17.45

* As at 30 September of the respective years.

3. The EDB engaged agency workers to provide "clerical and general support" and "executive support/project co-ordination" services "to meet urgent or unforeseen service needs or unexpected surge in service demands for the short-term". Specifically, their tasks include handling general enquiries, collating statistics, helping organise activities and taking forward information technology projects.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4867)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide information on Direct Subsidy Scheme (DSS) primary and secondary schools in the past 5 school years (2014/15 to 2018/19 school years) using the following tables:

Table 1

Districts	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 Schools					
School Year	Average of Subsidy per Student	Average of Subsidy per DSS School	Median of Subsidy per DSS School	Average of School Fee Charged	Median of School Fee Charged

Table 3

DSS Secondary Schools					
School Year	Average of Subsidy per Student	Average of Subsidy per DSS School	Median of Subsidy per DSS School	Average of School Fee Charged	Median of School Fee Charged

Table 4

DSS Primary Schools					
School Year	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship

Table 5

DSS Secondary Schools					
School Year	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship

Table 6

Categories of School Fee	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 under HK$10,000				
Annual School Fee between HK$10,000 and HK$20,000				
Annual School Fee over HK$20,000				

Table 7

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student	Average of Subsidy per DSS School	Median of Subsidy per DSS School	Average of School Fee Charged	Median of School Fee Charged
Annual School Fee under HK$10,000					
Annual School Fee between HK$10,000 and HK$20,000					
Annual School Fee over HK$20,000					

Table 8

DSS Secondary Schools					
Categories of School Fee	Average of Subsidy per Student	Average of Subsidy per DSS School	Median of Subsidy per DSS School	Average of School Fee Charged	Median of School Fee Charged
Annual School Fee under HK$10,000					
Annual School Fee between HK$10,000 and HK$20,000					
Annual School Fee over HK$20,000					

Table 9

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship
Annual School Fee under HK$10,000					
Annual School Fee between HK$10,000 and HK$20,000					
Annual School Fee over HK$20,000					

Table 10

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship
Annual School Fee under HK$10,000					
Annual School Fee between HK$10,000 and HK$20,000					
Annual School Fee over HK$20,000					

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 109)

Reply:

The requested information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2014/15 to 2018/19 school years) is tabulated at Appendix.

Appendix

Information on DSS Primary/Secondary Schools from the 2014/15 to 2018/19 School Years

Table 1

2014/15 School Year

Districts	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	2	2 261
Hong Kong East	2	1 109	4	3 036
Islands	0	0	3	1 403
Southern	2	1 418	2	1 813
Wan Chai	0	0	3	1 755
Kowloon City	2	1 609	5	4 408
Kwun Tong	1	624	7	6 012
Sai Kung	4	3 073	7	5 564
Sham Shui Po	3	1 667	9	6 816
Wong Tai Sin	0	0	1	1 252
Yau Tsim and Mong Kok	1	966	3	2 623
North	0	0	1	1 186
Sha Tin	2	1 731	7	4 822
Tai Po	0	0	2	1 406
Kwai Chung and Tsing Yi	1	548	0	0
Tuen Mun	1	746	0	0
Yuen Long	2	1 355	5	3 864

2015/16 School Year

Districts	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	2	2 292
Hong Kong East	2	1 148	4	3 013
Islands	0	0	3	1 380
Southern	2	1 414	2	1 808
Wan Chai	0	0	3	1 635
Kowloon City	2	1 687	5	4 395
Kwun Tong	1	698	7	5 591
Sai Kung	4	3 112	7	5 518
Sham Shui Po	3	1 645	9	6 690
Wong Tai Sin	0	0	1	1 267
Yau Tsim and Mong Kok	1	932	3	2 532
North	0	0	1	1 194
Sha Tin	2	1 766	7	4 806
Tai Po	0	0	2	1 283
Kwai Chung and Tsing Yi	1	540	0	0
Tuen Mun	1	755	0	0
Yuen Long	2	1 418	5	3 818

2016/17 School Year

Districts	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	2	2 263
Hong Kong East	2	1 172	4	2 893
Islands	0	0	3	1 290
Southern	2	1 412	2	1 819
Wan Chai	0	0	3	1 634
Kowloon City	2	1 715	5	4 461
Kwun Tong	1	762	7	5 310
Sai Kung	4	3 127	7	5 421
Sham Shui Po	3	1 662	9	6 539
Wong Tai Sin	0	0	1	1 285
Yau Tsim and Mong Kok	1	914	3	2 468
North	0	0	1	1 186
Sha Tin	2	1 830	7	4 821
Tai Po	0	0	2	1 293
Kwai Chung and Tsing Yi	1	529	0	0
Tuen Mun	1	767	0	0
Yuen Long	2	1 436	5	3 673

2017/18 School Year

Districts	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	2	2 253
Hong Kong East	2	1 220	4	2 838
Islands	0	0	3	1 244
Southern	2	1 419	2	1 806
Wan Chai	0	0	3	1 590
Kowloon City	2	1 739	5	4 440
Kwun Tong	1	775	7	5 108
Sai Kung	4	3 204	7	5 312
Sham Shui Po	3	1 664	9	6 650
Wong Tai Sin	0	0	1	1 298
Yau Tsim and Mong Kok	1	926	3	2 485
North	0	0	1	1 173
Sha Tin	2	1 883	7	4 800
Tai Po	0	0	2	1 309
Kwai Chung and Tsing Yi	1	537	0	0
Tuen Mun	1	774	0	0
Yuen Long	2	1 449	5	3 557

2018/19 School Year

Districts	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	2	2 230
Hong Kong East	2	1 237	4	2 795
Islands	0	0	3	1 214
Southern	2	1 439	2	1 852
Wan Chai	0	0	3	1 579
Kowloon City	2	1 744	5	4 440
Kwun Tong	1	771	6	4 930
Sai Kung	4	3 245	7	5 327
Sham Shui Po	3	1 690	9	6 621
Wong Tai Sin	0	0	1	1 296
Yau Tsim and Mong Kok	1	922	3	2 459
North	0	0	1	1 161
Sha Tin	2	1 931	7	4 716
Tai Po	0	0	2	1 361
Kwai Chung and Tsing Yi	1	527	0	0
Tuen Mun	1	781	0	0
Yuen Long	2	1 472	5	3 620

Table 2

DSS Primary Schools					
School Year	Average of Subsidy per Student [Note 1] (HK$)	Average of Subsidy per DSS School [Note 2] (HK$)	Median of Subsidy per DSS School [Note 2] (HK$)	Average of School Fee Charged [Note 3] (HK$)	Median of School Fee Charged [Note 3] (HK$)
2014/15	50,073 or 47,117	34,705,524	35,250,000	24,198	22,400
2015/16	52,132 or 49,654	38,208,885	39,434,690	25,073	23,900
2016/17	54,053 or 51,762	40,147,191	41,796,315	25,710	23,900
2017/18	58,317 or 55,984	43,017,727	44,945,891	26,616	23,900
2018/19	60,820 or 58,397	-- [Note 4]	-- [Note 4]	27,505	25,300

Note 1: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are 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 amount of subsidy (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 3: The average and median of school fee charged are exclusive of school fees paid by non-local students.

Note 4: Since the 2018-19 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 3

DSS Secondary Schools							
School Year	Average of Subsidy per Student [Note 1] (HK$)	Average of Subsidy per DSS School [Note 2] (HK$)	Median of Subsidy per DSS School [Note 2] (HK$)	Average of School Fee Charged [Note 3] (HK$)		Median of School Fee Charged [Note 3] (HK$)	
				S1-3	S4-6	S1-3	S4-6
2014/15	S1 - 3: 49,704 or 47,528 S4 - 6: 57,916 or 55,399	42,132,032	44,353,000	18,590	21,169	17,600	17,300
2015/16	S1 - 3: 52,829 or 50,881 S4 - 6: 62,979 or 60,700	46,112,981	47,826,064	19,570	22,361	18,000	17,600
2016/17	S1 - 3: 55,074 or 53,276 S4 - 6: 67,801 or 65,499	48,773,145	49,992,130	20,924	22,907	18,800	18,980
2017/18	S1 - 3: 59,349 or 57,569 S4 - 6: 72,626 or 70,447	51,010,344	50,442,093	21,756	23,868	19,500	20,055
2018/19	S1 - 3: 62,353 or 60,482 S4 - 6: 76,285 or 73,996	-- Note 4	-- Note 4	22,573	25,022	19,900	20,800

Note 1: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are 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 amount of subsidy (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 3: The average and median of school fee charged are exclusive of school fees paid by non-local students and school fees of non-local curriculum programmes in schools that offer both local and non-local curricula.

Note 4: Since the 2018-19 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 4

DSS Primary Schools					
School Year	Average of Financial Reserve Note 2 (HK$)	Median of Financial Reserve Note 2 (HK$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK$)	Average Number of Students Benefited from Scholarship Note 3
2014/15	49,533,314	41,011,936	4,078,541	2,245,137	--
2015/16	56,824,073	46,502,928	4,453,909	2,035,566	--
2016/17	61,477,297	54,248,794	4,404,161	2,259,850	--
2017/18 Note 1	--	--	--	--	--
2018/19 Note 1	--	--	--	--	--

Note 1: Relevant information for the 2017/18 and 2018/19 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 includes the net book value of additional school buildings within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

Table 5

DSS Secondary Schools					
School Year	Average of Financial Reserve Note 2 (HK$)	Median of Financial Reserve Note 2 (HK$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK$)	Average Number of Students Benefited from Scholarship Note 3
2014/15	37,636,219	28,753,714	3,555,317	1,752,700	--
2015/16	40,058,395	31,545,003	3,921,020	1,839,032	--
2016/17	41,999,997	32,099,779	4,004,517	2,083,544	--
2017/18 Note 1	--	--	--	--	--
2018/19 Note 1	--	--	--	--	--

Note 1: Relevant information for the 2017/18 and 2018/19 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 includes the net book value of additional school buildings within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

Table 6

2014/15 School Year

Categories of School Fee [Note]	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 under HK$10,000	1	548	22	15 217
Annual School Fee between HK$10,000 and HK$20,000	9	6 423	12	9 924
Annual School Fee over HK$20,000	11	7 875	27	23 080

2015/16 School Year

Categories of School Fee [Note]	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 under HK$10,000	1	540	22	14 370
Annual School Fee between HK$10,000 and HK$20,000	9	6 545	11	8 900
Annual School Fee over HK$20,000	11	8 030	28	23 952

2016/17 School Year

Categories of School Fee [Note]	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 under HK$10,000	1	529	22	13 543
Annual School Fee between HK$10,000 and HK$20,000	9	6 625	10	7 820
Annual School Fee over HK$20,000	11	8 172	29	24 993

2017/18 School Year

Categories of School Fee [Note]	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 under HK$10,000	1	537	21	12 504
Annual School Fee between HK$10,000 and HK$20,000	9	6 759	9	6 821
Annual School Fee over HK$20,000	11	8 294	31	26 538

2018/19 School Year

Categories of School Fee [Note]	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 under HK$10,000	1	527	19	11 779
Annual School Fee between HK$10,000 and HK$20,000	8	5 924	8	5 057
Annual School Fee over HK$20,000	12	9 308	33	28 765

Note: The above classification is exclusive of school fees paid by non-local students and school fees of non-local curriculum programmes in schools that offer both local and non-local curricula. For schools that are charging different school fees for different class levels, the highest school fee within the range of class levels is used for classification purpose.

Table 7

2014/15 School Year

DSS Primary Schools					
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note1]	Median of School Fee Charged (HK$) [Note 1]
Annual School Fee under HK$10,000	50,073 or 47,117	27,617,000	27,617,000	7,370	7,370
Annual School Fee between HK$10,000 and HK$20,000		35,116,333	36,601,000	13,720	14,124
Annual School Fee over HK$20,000		35,013,818	35,250,000	34,301	30,800

2015/16 School Year

DSS Primary Schools					
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note1]	Median of School Fee Charged (HK$) [Note1]
Annual School Fee under HK$10,000	52,132 or 49,654	29,960,733	29,960,733	7,370	7,370
Annual School Fee between HK$10,000 and HK$20,000		38,653,725	40,001,549	13,923	14,800
Annual School Fee over HK$20,000		38,594,757	37,847,967	35,805	36,300

2016/17 School Year

DSS Primary Schools					
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note1]	Median of School Fee Charged (HK$) [Note1]
Annual School Fee under HK$10,000	54,053 or 51,762	30,349,279	30,349,279	7,370	7,370
Annual School Fee between HK$10,000 and HK$20,000		40,605,952	42,860,362	14,243	15,000
Annual School Fee over HK$20,000		40,662,560	40,003,446	36,760	36,300

2017/18 School Year

DSS Primary Schools					
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note 1]	Median of School Fee Charged (HK$) [Note 1]
Annual School Fee under HK$10,000	58,317 or 55,984	32,303,511	32,303,511	7,370	7,370
Annual School Fee between HK$10,000 and HK$20,000		43,547,305	45,810,058	15,287	15,980
Annual School Fee over HK$20,000		43,558,456	44,945,891	37,634	36,300

2018/19 School Year

DSS Primary Schools					
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 4] (HK$)	Median of Subsidy per DSS School [Note 4] (HK$)	Average of School Fee Charged (HK$) [Note 1]	Median of School Fee Charged (HK$) [Note 1]
Annual School Fee under HK$10,000	60,820 or 58,387	--	--	7,370	7,370
Annual School Fee between HK$10,000 and HK$20,000		--	--	15,163	15,650
Annual School Fee over HK$20,000		--	--	37,412	34,100

Note 1: The average and median of school fee charged are exclusive of school fees paid by non-local students. For schools that are charging different school fees for different class levels, the highest school fee within the range of class levels is used for classification purpose.

Note 2: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years.

Note 3: The amount of subsidy (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 4: Since the 2018-19 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 8

2014/15 School Year

DSS Secondary Schools							
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note 1]		Median of School Fee Charged (HK$) [Note 1]	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK$10,000	S1- S3: 49,704 or 47,528 S4 - S6: 57,916 or 55,399	36,538,125	37,421,500	3,160	4,842	3,000	4,750
Annual School Fee between HK$10,000 and HK$20,000		45,760,250	46,262,500	16,140	15,315	16,850	16,100
Annual School Fee over HK$20,000		45,491,852	44,495,000	34,398	37,928	32,505	31,000

2015/16 School Year

DSS Secondary Schools							
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note1]		Median of School Fee Charged (HK$) [Note 1]	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK$10,000	S1 – S3: 52,829 or 50,881 S4 – S6: 62,979 or 60,700	39,766,215	39,551,592	3,453	5,107	3,400	5,100
Annual School Fee between HK$10,000 and HK$20,000		49,524,591	53,022,291	16,154	15,512	16,150	15,600
Annual School Fee over HK$20,000		49,986,120	49,084,785	35,627	38,825	33,000	33,050

2016/17 School Year

DSS Secondary Schools							
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note1]		Median of School Fee Charged (HK$) [Note 1]	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK$10,000	S1 – S3: 55,074 or 53,276 S4 – S6: 67,801 or 65,499	42,310,661	41,201,673	3,663	5,249	4,000	5,465
Annual School Fee between HK$10,000 and HK$20,000		50,327,696	52,543,562	17,058	16,142	17,200	16,915
Annual School Fee over HK$20,000		53,139,668	52,445,225	36,815	38,634	35,000	34,000

2017/18 School Year

DSS Secondary Schools							
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 3] (HK$)	Median of Subsidy per DSS School [Note 3] (HK$)	Average of School Fee Charged (HK$) [Note 1]		Median of School Fee Charged (HK$) [Note 1]	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK$10,000	S1 – S3: 59,349 or 57,569 S4 – S6: 72,626 or 70,447	43,003,465	43,103,632	3,882	5,372	4,280	5,700
Annual School Fee between HK$10,000 and HK$20,000		51,993,294	58,809,851	17,220	15,464	17,575	14,520
Annual School Fee over HK$20,000		56,148,986	55,157,702	37,589	38,838	34,850	33,675

2018/19 School Year

DSS Secondary Schools							
Categories of School Fee [Note 1]	Average of Subsidy per Student [Note 2] (HK$)	Average of Subsidy per DSS School [Note 4] (HK$)	Median of Subsidy per DSS School [Note 4] (HK$)	Average of School Fee Charged (HK$) [Note 1]		Median of School Fee Charged (HK$) [Note 1]	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK$10,000	S1 – S3: 62,353 or 60,482 S4 – S6: 76,285 or 73,996	--	--	4,117	5,553	4,490	6,000
Annual School Fee between HK$10,000 and HK$20,000		--	--	17,960	14,421	19,000	13,900
Annual School Fee over HK$20,000		--	--	38,898	38,801	35,600	34,980

Note 1: The average and median of school fee charged are exclusive of school fees paid by non-local students and school fees of non-local curriculum programmes in schools that offer both local and non-local curricula. For schools that are charging different school fees for different class levels, the highest school fee within the range of class levels is used for classification purpose.

Note 2: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years.

Note 3: The amount of subsidy (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 4: Since the 2018-19 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 9 [Note 1]

2014/15 School Year

DSS Primary Schools					
Categories of School Fee [Note 2]	Average of Financial Reserve [Note 3] (HK$)	Median of Financial Reserve [Note 3] (HK$)	Average Annual Expenditure on Fee Remission and Scholarship [Note 4] (HK$)	Median Annual Expenditure on Fee Remission and Scholarship [Note 4] (HK$)	Average Number of Students Benefited from Scholarship [Note 4]
Annual School Fee under HK$10,000	25,087,263	25,087,263	305,118	305,118	--
Annual School Fee between HK$10,000 and HK$20,000	43,123,585	39,077,749	1,374,835	923,200	--
Annual School Fee over HK$20,000	57,000,005	49,623,625	6,633,702	5,531,449	--

2015/16 School Year

DSS Primary Schools					
Categories of School Fee [Note 2]	Average of Financial Reserve [Note 3] (HK$)	Median of Financial Reserve [Note 3] (HK$)	Average Annual Expenditure on Fee Remission and Scholarship [Note 4] (HK$)	Median Annual Expenditure on Fee Remission and Scholarship [Note 4] (HK$)	Average Number of Students Benefited from Scholarship [Note 4]
Annual School Fee under HK$10,000	28,708,327	28,708,327	432,720	432,720	--
Annual School Fee between HK$10,000 and HK$20,000	48,549,394	46,086,349	1,593,939	1,175,200	--
Annual School Fee over HK$20,000	66,150,242	53,802,608	7,159,447	6,172,571	--

2016/17 School Year

DSS Primary Schools					
Categories of School Fee Note 2	Average of Financial Reserve Note 3 (HK$)	Median of Financial Reserve Note 3 (HK$)	Average Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Median Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Average Number of Students Benefited from Scholarship Note 4
Annual School Fee under HK$10,000	32,152,330	32,152,330	500,021	500,021	--
Annual School Fee between HK$10,000 and HK$20,000	51,270,756	50,738,168	1,522,005	956,480	--
Annual School Fee over HK$20,000	72,494,009	60,101,203	7,117,210	7,007,549	--

Note 1: Relevant information for the 2017/18 and 2018/19 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The above classification is exclusive of school fees paid by non-local students. For schools that are charging different school fees for different class levels, the highest school fee within the range of class levels is used for classification purpose.

Note 3: 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 within the school premises.

Note 4: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

Table 10 Note 1

2014/15 School Year

DSS Secondary Schools					
Categories of School Fee Note 2	Average of Financial Reserve Note 3 (HK$)	Median of Financial Reserve Note 3 (HK$)	Average Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Median Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Average Number of Students Benefited from Scholarship Note 4
Annual School Fee under HK$10,000	23,946,414	19,210,888	768,606	591,346	--
Annual School Fee between HK$10,000 and HK$20,000	34,454,328	27,740,920	1,476,684	1,413,840	--
Annual School Fee over HK$20,000	50,205,049	41,734,020	6,749,808	5,245,316	--

2015/16 School Year

DSS Secondary Schools					
Categories of School Fee Note 2	Average of Financial Reserve Note 3 (HK$)	Median of Financial Reserve Note 3 (HK$)	Average Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Median Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Average Number of Students Benefited from Scholarship Note 4
Annual School Fee under HK$10,000	23,359,764	18,863,244	775,236	580,115	--
Annual School Fee between HK$10,000 and HK$20,000	36,853,006	22,643,673	1,729,328	1,691,558	--
Annual School Fee over HK$20,000	54,438,007	46,297,927	7,253,730	5,571,254	--

2016/17 School Year

DSS Secondary Schools					
Categories of School Fee Note 2	Average of Financial Reserve Note 3 (HK$)	Median of Financial Reserve Note 3 (HK$)	Average Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Median Annual Expenditure on Fee Remission and Scholarship Note 4 (HK$)	Average Number of Students Benefited from Scholarship Note 4
Annual School Fee under HK$10,000	23,014,057	17,657,520	780,421	500,179	--
Annual School Fee between HK$10,000 and HK$20,000	38,791,235	32,075,284	2,030,010	1,747,022	--
Annual School Fee over HK$20,000	57,509,593	52,050,435	7,131,247	5,559,038	--

Note 1: Relevant information for the 2017/18 and 2018/19 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The above classification is exclusive of school fees paid by non-local students and school fees of non-local curriculum programmes in schools that offer both local and non-local curricula. For schools that are charging different school fees for different class levels, the highest school fee within the range of class levels is used for classification purpose.

Note 3: 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 within the school premises.

Note 4: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4869)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Please provide the numbers and percentages of secondary students of government, aided, Direct Subsidy Scheme (DSS), English Schools Foundation (ESF), private and international schools who were admitted to universities (both local and overseas) in the past 5 school years (2014/15 to 2018/19 school years) in the table below:

Table 1

School year	Government	Aided	DSS	ESF	Private	International

(b) Please provide the numbers of primary and secondary schools which applied to join the DSS in the past 5 school years (2014/15 to 2018/19 school years) in the tables below:

Table 2

Districts	Number of Aided Primary Schools Having Applied to Join the DSS	Number of Aided Secondary Schools Having Applied to Join the DSS	Number of Private Primary Schools Having Applied to Join the DSS	Number of Private Secondary Schools Having Applied to Join the DSS	Other Categories	Total

Table 3

Districts	Number of Aided Primary Schools Approved to Join the DSS	Number of Aided Secondary Schools Approved to Join the DSS	Number of Private Primary Schools Approved to Join the DSS	Number of Private Secondary Schools Approved to Join the DSS	Other Categories	Total

(c) How many complaint cases about insufficient consultation by aided schools in applying to join the DSS in the past 5 school years (2014/15 to 2018/19 school years) were received by the Administration? 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 the DSS policy each year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 111)

Reply:

(a) According to the Secondary 6 Students' Pathway Survey conducted by the Education Bureau (EDB), the number and percentage distribution of secondary 6 graduates who were pursuing full-time study of Bachelor's Degree Programmes by school sector of the graduates (including government, aided, Direct Subsidy Scheme (DSS) and local private schools) in the past 5 school years (from the 2014/15 to 2018/19 school years) are tabulated at Appendix (Table 1). Relevant information for English Schools Foundation and international schools is not available as the survey did not cover these schools.

(b) The number of primary schools and secondary schools which applied to join the DSS in the past 5 school years (from the 2014/15 to 2018/19 school years) is tabulated at Appendix (Tables 2 & 3).

(c) In the past 5 school years (from the 2014/15 to 2018/19 school years), EDB has received 3 complaints about the lack of transparency of the financial status of DSS schools and 1 complaint about insufficient consultation by aided schools in applying to join the DSS.

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.

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.

Appendix

Table 1

Number and Percentage Distribution of Secondary 6 (S6) Graduates [Note 1] who were Pursuing Full-time Study of Bachelor's Degree Programmes [Note 2] from the 2014/15 to 2018/19 School Years

School Year	Government		Aided [Note 3]		Others [Note 3]		All	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2014/15	1 770	48.4	16 234	38.7	2 828	47.2	20 832	40.4
2015/16	1 550	46.6	15 638	40.1	2 922	49.5	20 110	41.7
2016/17	1 448	46.6	15 060	41.7	3 044	51.2	19 552	43.3
2017/18[Note 4]	1 413	45.7	15 212	42.1	3 165	52.1	19 790	43.7
2018/19[Note 5]	--	--	--	--	--	--	--	--

Note 1: Since some graduates in the responded schools did not provide any information and the activity status of all S6 graduates of non-responded schools was not available, caution should be taken in interpreting the figures as the activity status of those non-responded graduates was likely to be totally different from that of the responded graduates.

Note 2: Figures for "Bachelor's degree programmes" include students attending Bachelor's degree programmes offered by providers of the publicly-funded programmes, providers of self-financing programmes and other overseas institutions.

Note 3: Schools classified under "Others" include DSS and local private schools while data of Caput schools are included under aided schools.

Note 4: Figures of the 2017/18 school year are provisional figures.

Note 5: Figures of the 2018/19 school year are not yet available.

Table 2

Number of primary and secondary schools which applied to join the DSS from the 2014/15 to 2018/19 school years

School Year	District	Number of Aided Primary Schools Having Applied to Join the DSS	Number of Aided Secondary Schools Having Applied to Join the DSS Note 1	Number of Private Primary Schools Having Applied to Join the DSS Note 2	Number of Private Secondary Schools Having Applied to Join the DSS Note 2	Other Categories	Total
2014/15	--	0	0	--	--	0	0
2015/16	--	0	0	--	--	0	0
2016/17	--	0	0	--	--	0	0
2017/18	Wan Chai	0	1	--	--	0	1
2018/19	--	0	0	--	--	0	0

Note 1: Schools should submit their applications to the EDB by the end of February in the year prior to the planned year of admission to the DSS at the latest. The above figures are the number of applications received by EDB in the respective years.

Note 2: Private schools are no longer eligible to apply for joining the DSS with effect from the 2000/01 school year.

Table 3

Number of primary and secondary schools which were approved to join the DSS from the 2014/15 to 2018/19 school years

School Year	District	Number of Aided Primary Schools Approved to Join the DSS	Number of Aided Secondary Schools Approved to Join the DSS	Number of Private Primary Schools Approved to Join the DSS	Number of Private Secondary Schools Approved to Join the DSS	Other Categories	Total
2014/15	--	0	0	--	--	0	0
2015/16	--	0	0	--	--	0	0
2016/17	--	0	0	--	--	0	0
2017/18	--	0	0	--	--	0	0
2018/19	--	0	0	--	--	0	0

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4872)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With regard to supporting schools in enhancing life planning and career guidance services, please provide the following information:

(a) Apart from the disbursement of grants, what other measures were adopted by the Administration to help schools take forward life planning work in the past year? What are the details and expenditure involved?

(b) Following the earlier announcement by the Administration to allow schools to convert the Senior Secondary Curriculum Support Grant (SSCSG) and the Career and Life Planning Grant (CLPG) into regular teaching posts, what support is provided by the Administration to enhance career guidance services and strengthen teacher training?

(c) As mentioned in this year's Budget, schools are allowed to continue with the conversion of SSCSG and the CLPG into regular teaching posts, and full conversion of the two grants into regular posts will be achieved in the 2022/23 school year. In this connection, please provide the number of schools that have already converted the SSCSG and the CLPG into regular teaching posts and their percentage share, and the number of schools that have not yet converted the two grants into regular teaching posts and their percentage share as at the 2018/19 school year;

(d) On the basis of the figures provided in item (c), what is the expenditure on converting the grants into regular teaching posts? What is the estimated expenditure on converting the two grants into regular teaching posts this year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 114)

Reply:

(a) & (b) Apart from providing the Career and Life Planning Grant (CLPG) and allowing schools to opt to convert the CLPG into regular teaching posts, the Education Bureau (EDB) also provides training and support to enhance teachers' professional capacity in implementing Life Planning Education (LPE), such as organising structured training courses / thematic seminars / workshops and increasing the number of training places. The EDB also conducts school visits to better understand the implementation of LPE in the related classes and activities, and provides professional advice to schools. The EDB continues to provide students with career exploration activities and work experience opportunities through the "Business-School Partnership Programme" (BSPP) to help them acquire an initial understanding of the workplace. In the 2017/18 school year, more than 170 partner organisations collaborated with the EDB in organising more than 1 100 activities under the BSPP, benefitting over 170 000 student participants. The EDB also keeps on disseminating information on further studies and career opportunities on its website, and enhances public and parent education by publishing advertorials in newspapers and magazines, shooting promotional videos and mini-movies, etc. Furthermore, the EDB will continue to set up District Development Networks in different districts to strengthen the professional development of teachers and provide career exploration activities for students on a district basis. The expenditure involved is subsumed under the EDB's recurrent expenditure. Hence, a breakdown of the expenditure involved is not available.

(c) In the 2018/19 school year, about 270 (about 60%) and 310 (about 70%) public sector secondary schools (including special schools) operating senior secondary classes have converted the Senior Secondary Curriculum Support Grant (SSCSG) and the CLPG into regular teaching posts, while about 170 (about 40%) and 130 (about 30%) schools have yet to convert the SSCSG and the CLPG into regular teaching posts. In sum, about 80% eligible public sector schools (i.e. about 340 in total) have converted either or both the SSCSG and the CLPG into regular teaching posts.

(d) The number of regular teaching posts provided for public sector schools each year may be adjusted according to the number of classes approved, teacher-to-class ratio, and additional regular teaching posts provided under various initiatives, etc. In addition, the number of regular teaching post vacancies changes according to the turnover of teaching manpower as a result of, for example, retirement or resignation. There is no genuine need for schools to differentiate the source of manpower supply for each regular teaching post vacancy filled, such as whether it is a regular teaching post converted from either or both grants. Therefore, the EDB has not collected the relevant statistics, and a breakdown of the expenditure involved is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4873)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) In each of the financial years of 2017-18 and 2018-19, what teaching resources and assessment banks on the Basic Law were provided by the Education Bureau (EDB) to schools? Please set out separately the production cost of each of the teaching resources or assessment banks.

(b) According to Paragraph 34 in the Controlling Officer's Report under this Head, the EDB will "continue to develop a variety of learning and teaching resources for promoting Basic Law education in schools". Would the EDB advise this Committee of the following:

(i) in the 2018-19 and 2019-20 financial year, the estimated expenditure and staff establishment for the development of the relevant resource packages and assessment banks;

(ii) the number of learning and teaching resources the EDB plans to develop. Please provide the name of the learning and teaching resources and the level of students for which the resources are intended; and

(iii) the specific plan the EDB has for promoting Basic Law education.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 112)

Reply:

(a) - (b)(i)(ii)

To strengthen the implementation of Basic Law education (BLE), the Education Bureau (EDB) has continuously adopted a wide array of measures, which include developing learning and teaching (L&T) resources, delivering teacher training for school sponsoring bodies, school leaders and teachers, and organising life-wide learning activities for students. Such support measures enable schools and teachers to acquire a deeper understanding of the concepts of the Basic Law and its close relevance to daily life, so that schools can enhance L&T efficacy by more effectively making plans for and taking forward BLE.

With respect to the development of L&T resources, the EDB has in the 2017-18 to 2018-19 financial years provided secondary schools with various sets of L&T resources, including the "Development of Learning and Teaching Strategies and Resources to Facilitate Students' Deep Learning of the Basic Law through Community Study"; online L&T resources for the "Constitution and the Basic Law" module; "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers"; "Basic Law Online Course for Secondary School Students' Self-directed Learning"; and two assessment banks, namely "Basic Law On-line Assessment (Junior Secondary)" (for students) and "Web on Assessment for BLE (Junior Secondary)" (for teachers). The two assessment banks have been developed for years and will continue to be made available for schools' use. The EDB staff will regularly review and update the content of these assessment banks, having regard to the latest developments in the implementation of the Basic Law. Expenditures related to the two assessment banks only involve daily website management. All the resources mentioned above remain relevant.

At primary level, the EDB has in the 2017-18 to 2018-19 financial years provided the L&T Resource CDs for Primary General Studies on "History and Culture Series" and the "Basic Law Audio-visual L&T Package (Senior Primary)" to enhance teachers' and students' understanding of the Basic Law. In the 2019-20 financial year, the EDB will develop the L&T Resource CDs on "Engineering in China" under the "History and Culture Series". The expenditures on various L&T resources are as follows:

Name of L&T Resources	**Expenditure^ ($ million)**
Development of Learning and Teaching Strategies and Resources to Facilitate Students' Deep Learning of the Basic Law through Community Study (Secondary)	0.71*
Online L&T resources for the "Constitution and the Basic Law" module	Not Applicable$^{\Delta}$
Basic Law Knowledge Enrichment Online Course for Secondary School Teachers and supplementary video clips	1.08^{+}
Basic Law Online Course for Secondary School Students' Self-directed Learning and supplementary video clips	0.93^{+}
Basic Law On-line Assessment (Junior Secondary) (for students)	Not Applicable$^{\Delta}$
Web on Assessment for BLE (Junior Secondary) (for teachers)	Not Applicable$^{\Delta}$
L&T Resource CD for Primary General Studies (History and Culture	0.06*

Series): The Stories of the Silk Road	
Basic Law Audio-visual L&T Package (Senior Primary)	1.30+
L&T Resource CD for Primary General Studies (History and Culture Series): Engineering in China	0.08+
Advanced Basic Law Knowledge Enrichment Online Course for Secondary School Teachers	0.30+

^ Representing total expenditures on L&T resources, which are incurred in different financial years (2015-16, 2016-17, 2017-18, 2018-19 and 2019-20)

* Actual expenditure

\+ Estimated expenditure

Δ Daily website management (including production) is subsumed under the recurrent expenditure of the EDB.

The above-mentioned expenditures on the production of BLE-related L&T resources, which include resource packages and assessment banks, does not include staff cost for the EDB personnel involved in the production. Since the development of L&T resources is an integral part of the day-to-day curriculum development work, it is not practical to give separate figures on the staff-related expenditure incurred by individual curriculum development task.

(b)(iii)

In the light of the circumstances in the school sector, the EDB will continue to strengthen BLE using diversified strategies, including updating L&T resources on an ongoing basis and organising teacher training activities. The EDB will also continue to enhance students' understanding of the historical background of the Basic Law and its implementation through such student activities as Basic Law quizzes and suitable exchanges and visits.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4874)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Please list the measures and financial provision on improving the learning and teaching of the English Language in secondary and primary schools respectively by the Government in the past 5 years (2014/15 to 2018/19) and 2019/20; and

(b) What are the details of expenditure on the Native-speaking English Teacher (NET) Scheme in primary schools and the Enhanced NET Scheme in secondary schools by the Government in the past 5 years (2014/15 to 2018/19) and 2019/20?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 115)

Reply:

(a) Throughout the years, we have been implementing various measures for improving the learning and teaching of the English Language in primary and secondary schools. The provision for the purpose totalled $792.11 million (of which $35.64 million was from the Language Fund (LF)) in the 2014-15 financial year, $845.08 million (of which $33.27 million was from the LF) in the 2015-16 financial year, $877.45 million (of which $33.86 million was from the LF) in the 2016-17 financial year, $916.53 million (of which $44.02 million was from the LF) in the 2017-18 financial year, and $937.17 million (of which $41.95 million was from the LF) in the 2018-19 financial year.

In the 2019-20 financial year, we will continue to improve the learning and teaching of the English Language in primary and secondary schools. The estimated expenditure in 2019-20 is $976.33 million, of which $35.10 million is from the LF. Details of the support measures are tabulated below:

No.	Name of Project	Details
A. Grants to schools		
*1.	Grant Scheme on Promoting Effective English Language Learning in Primary Schools	To help schools develop school-based measures to further promote effective English language learning.
^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 teachers' 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).
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 1 year or 3 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.	Resources for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning and teaching.
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme for Primary Schools (PNET 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, each eligible public sector primary school operating 6 or more classes (including special schools (primary section) offering the mainstream curriculum and schools for children with intellectual disabilities (primary section) offering an appropriate school-based English Language curriculum) is provided with a NET.

No.	Name of Project	Details
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools (ENET Scheme)	NETs work with local English teachers to enrich the English language learning environment in schools and to enhance the learning and teaching of English with linguistically and culturally authentic materials and resources. In general, an eligible public sector secondary school (including special schools (secondary section) offering the mainstream curriculum and schools for children with intellectual disabilities (secondary section) offering an appropriate school-based English Language curriculum) is provided with a NET.
*3.	English Alliance	To provide primary and secondary school students with pleasurable experiences in learning English for developing their interest in and appreciation of English and boosting their confidence in using the language through a series of educational, creative, interesting and interactive English programmes.
*4.	Sponsorship Project	To engage community partners to organise language-related events or competitions in the community.

* Initiatives funded by the Language Fund
** The initiative is funded out of Head 173 Student Financial Assistance Agency
^ The funding for the initiative ended in the 2016-17

(b) Expenditure over the past 5 years (2014-15 to 2018-19 financial years) and the estimated expenditure for the 2019-20 financial year of the PNET Scheme and the ENET Scheme are tabulated below:

	Expenditure ($million)					
	14-15	15-16	16-17	17-18	18-19#	19-20 (estimate)
PNET Scheme	357.0	376.4	398.8	420.4	368.7	466.1
ENET Scheme	371.2	381.6	401.0	408.0	356.5	463.4

as at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4875)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information regarding regular and non-regular teachers in government and aided secondary, primary and special schools in each of the past 5 school years: median age, mean age and wastage rate.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 116)

Reply:

The median age, mean age and wastage rate of regular teachers (i.e. those filling the posts under the approved teaching establishment) and non-regular teachers in government primary schools, aided primary schools, government secondary schools, aided secondary schools and special schools for the school years from 2014/15 to 2018/19 are as follows:

Government Primary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2014/15	43	44	3.5	34	37	11.1
2015/16	44	45	2.5	34	36	17.9
2016/17	45	45	2.9	34	36	16.6
2017/18	46	45	2.6	36	38	7.5
2018/19 (Estimate)	46	45	2.2	37	40	15.3

Aided Primary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2014/15	39	40	3.3	27	30	16.3
2015/16	40	40	3.5	27	30	16.5
2016/17	40	41	3.1	27	30	13.3
2017/18	40	40	3.1	28	31	8.5
2018/19 (Estimate)	41	40	3.5	27	31	12.3

Government Secondary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2014/15	46	45	4.4	30	32	11.1
2015/16	46	46	5.1	30	32	22.6
2016/17	46	46	4.7	30	33	17.0
2017/18	47	46	4.9	31	34	13.4
2018/19 (Estimate)	47	45	3.8	32	36	17.2

Aided Secondary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2014/15	42	42	3.8	28	29	13.1
2015/16	43	42	3.7	28	30	12.8
2016/17	43	43	3.4	29	30	11.9
2017/18	43	43	3.7	28	30	9.7
2018/19 (Estimate)	44	43	3.9	28	30	10.1

Special Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2014/15	39	40	5.8	30	33	29.0
2015/16	39	40	6.2	30	33	22.4
2016/17	39	41	5.6	30	32	37.7
2017/18	39	40	6.5	31	32	18.8
2018/19 (Estimate)	39	40	8.1	31	34	23.8

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4876)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For the past 5 years, please provide the name and number of Direct Subsidy Scheme (DSS) schools offering a non-local curriculum on top of the local curriculum and their respective percentage against all public sector schools and all DSS schools, as well as the number of students taking non-local curriculum and their percentage against the total number of students in each of these schools by names of the non-local curriculum offered.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 119)

Reply:

From the 2014/15 to 2018/19 school years, the number of Direct Subsidy Scheme (DSS) schools offering both local and non-local curricula and their respective percentage against the total number of publicly-funded schools and DSS schools are provided in the table below:

	2014/15	2015/16	2016/17	2017/18	2018/19
Number of DSS schools offering both local and non-local curricula	7	9	11	12	14
Percentage against the total number of publicly-funded schools (including government, aided, caput and DSS schools)	1%	1%	1%	1%	2%
Percentage against the total number of DSS schools	9%	11%	13%	15%	17%

Note: Percentages in the table are rounded to the nearest integers.

From the 2014/15 to 2018/19 school years, the name of DSS schools offering both local and non-local curricula, the name of the non-local curriculum offered, as well as the number of students in receipt of DSS subsidy who are taking the non-local curriculum and their percentage against the total number of students in each of these schools are tabulated below:

No.	Name of school	Name of non-local curriculum	No. of students taking non-local curriculum and their percentage against the total no. of students in the school				
			2014/15	2015/16	2016/17	2017/18	2018/19
1	St. Paul's Co-educational College	IB Diploma Programme	62 (5%)	91 (7%)	123 (10%)	119 (10%)	102 (8%)
2	The Hong Kong Chinese Christian Churches Union Logos Academy	IB Diploma Programme	100 (9%)	103 (9%)	116 (10%)	106 (10%)	86 (8%)
3	Diocesan Boy's School	IB Diploma Programme	119 (8%)	115 (8%)	114 (8%)	113 (8%)	119 (9%)
4	Creative Secondary School	IB Diploma Programme	116 (17%)	102 (14%)	99 (13%)	97 (14%)	84 (12%)
5	St Paul's Convent School	GCE A-Level Examination Programme	123 (10%)	110 (9%)	117 (10%)	126 (11%)	113 (10%)
6	YMCA of Hong Kong Christian College	GCE A-Level Examination Programme	135 (16%)	139 (16%)	132 (16%)	131 (16%)	122 (15%)
7	ELCHK Lutheran Academy	IB Diploma Programme	30 (7%)	49 (10%)	59 (13%)	63 (14%)	61 (13%)
8	St Stephen's College	IB Diploma Programme	---	45 (5%)	85 (9%)	91 (10%)	94 (10%)
9	Po Leung Kuk Ngan Po Ling College	IB Diploma Programme	---	14 (2%)	22 (3%)	18 (2%)	33 (4%)
10	Diocesan Girls' School	GCE A-Level Examination Programme	---	---	10 (1%)	18 (2%)	34 (3%)
11	Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School	GCE A-Level Examination Programme	---	---	15 (2%)	32 (4%)	33 (4%)
12	Pui Kiu College	Northern Consortium of UK International Foundation Year Programme	---	---	---	8 (1%)	4 (<1%)
13	G.T. (Ellen Yeung) College	IB Diploma Programme	---	---	---	---	19 (3%)
14	St. Paul's College	Edexcel International A-Level Programme	---	---	---	---	20 (2%)

Notes:

1. The number of students refers to the position as at September of the respective school year.
2. Percentages in the table are rounded to the nearest integers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4877)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures for the past and the next 5 years:

1. The situation and projection of school-age population aged 12 residing in Hong Kong;

2. The situation and projection of school-age population aged 6 residing in Hong Kong; and

3. The situation and projection of school-age population aged 3 residing in Hong Kong.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 120)

Reply:

The school-age population aged 3, 6 and 12 residing in Hong Kong from 2014 to 2018 are tabulated at Annex 1.

The projected school-age population aged 3, 6 and 12 residing in Hong Kong from the 2019/20 to 2023/24 school years are tabulated at Annex 2.

Annex 1

School-age population aged 3, 6 and 12 residing in Hong Kong
from 2014 to 2018

Age	2014	2015	2016	2017	2018
3 years old	58 000	58 200	53 100	53 900	58 900
6 years old	56 400	57 100	58 200	64 800	63 000
12 years old	52 200	53 200	49 700	50 400	56 100

Note: (1) Figures denote the school-age population aged 3, 6 and 12 residing in Hong Kong (i.e. usual residents of Hong Kong).

(2) Figures refer to the mid-year population estimates compiled by the Census and Statistics Department and are rounded to the nearest hundred.

Projected school-age population aged 3, 6 and 12 residing in Hong Kong
from the 2019/20 to 2023/24 school years

Age	2019/20	2020/21	2021/22	2022/23	2023/24
3 years old	57 000	57 100	57 800	57 000	56 100
6 years old	57 300	55 700	59 200	57 800	57 600
12 years old	55 000	63 300	65 400	67 900	73 500

Note: (1) The projections of school-age population residing in Hong Kong are compiled based on the 2016-based Population Projections released by the Census and Statistics Department in September 2017. 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.

(2) Figures are rounded to the nearest hundred.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4878)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In tabular format, will the Government inform this Committee of:

(a) The number of non-Chinese speaking (NCS) students participating in Primary One Admission (POA) System and their percentage in the total, and the number of NCS students attending K3 and their percentage in the total in each of the school years from 2014/15 to 2018/19;

(b) The number of NCS students admitted during the "Discretionary Places Admission" stage of POA and their percentage in the total in each of the school years from 2014/15 to 2018/19;

(c) Among students in (b), the percentage admitted by the 8 primary schools listed in Appendix 3 of the "Application Form for Admission to Primary One";

(d) The number of NCS students allocated a Primary 1 place during the "Central Allocation" stage of POA and their percentage in the total in each of the school years from 2014/15 to 2018/19;

(e) Among students in (d), the percentage admitted by the 8 primary schools listed in Appendix 3 of the "Application Form for Admission to Primary One";

(f) The number of NCS students participating in Secondary School Places Allocation (SSPA) System and their percentage in the total, as well as their proportion in relation to the total number of Primary 6 NCS students of the relevant cohort in each of the school years from 2014/15 to 2018/19;

(g) The number of NCS students admitted during the "Discretionary Places Admission" stage of SSPA and their percentage in the total in each of the school years from 2014/15 to 2018/19;

(h) The number of NCS students allocated a Secondary 1 place during the "Central Allocation" stage of SSPA in each of the school years from 2014/15 to 2018/19; and

(i) The respective number of NCS students admitted to Primary 1 and Secondary 1 of Direct Subsidy Scheme schools and their proportion in relation to the total number of public sector Primary 1 and Secondary 1 NCS students of the relevant cohort in each of the school years from 2014/15 to 2017/18.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 121)

Reply:

(a) 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 children studying in kindergartens (including local and non-local kindergartens and kindergarten-cum-child care centres) at Kindergarten 3 level from the 2014/15 to 2018/19 school years is 3 196, 3 075, 3 075, 3 218 and 3 418 respectively. The corresponding percentage share among all children studying in kindergartens at Kindergarten 3 level in the respective school years is 5.8%, 5.4%, 5.0%, 5.1% and 6.1%. The number of NCS students participating in the Primary One Admission (POA) System from 2015 to 2018 (i.e. for admission to Primary 1 from the 2015/16 to 2018/19 school years) is 1 199, 1 270 and 1 370 and 1 423 respectively. The corresponding percentage share among all students participating in POA in the respective school years is 2.4%, 2.5%, 2.5% and 2.5%. POA 2019 has not yet completed and the relevant figures are therefore not available.

(b) & (c) The number of NCS students admitted through the "Discretionary Places Admission" stage of POA from 2015 to 2018 (i.e. for admission to Primary 1 from the 2015/16 to 2018/19 school years) is 752, 763, 818 and 816 respectively. The corresponding percentage share among all NCS students participating in POA in the respective school years is 62.7%, 60.1%, 59.7% and 57.3%, among which 31.1%, 29.5%, 24.4% and 26.2% were admitted to the 8 schools listed in Appendix 3 of the POA Application Form in the respective school years. POA 2019 has not yet completed and the relevant figures are therefore not available.

(d) & (e) The number of NCS students allocated a Primary 1 place at the "Central Allocation" stage of POA from 2015 to 2018 (i.e. for admission to Primary 1 from the 2015/16 to 2018/19 school years) is 447, 507, 552 and 607 respectively. The corresponding percentage among all NCS students participating in POA in the respective school years is 37.3%, 39.9%, 40.3% and 42.7%, among which 28.0%, 28.0%, 19.0% and 19.4% were allocated to the 8 schools listed in Appendix 3 of the POA Application Form in the respective school years. POA 2019 has not yet completed and the relevant figures are therefore not available.

(f) The number of Primary 6 NCS students participating in the Secondary School Places Allocation (SSPA) System from 2015 to 2018 (i.e. for admission to Secondary 1 from the 2015/16 to 2018/19 school years) is 1 435, 1 390 and 1 458 and 1 464 respectively. The corresponding percentage share among all Primary 6 NCS students in public sector schools, Direct Subsidy Scheme (DSS) schools, and private schools offering the local curriculum (excluding special schools, the English Schools Foundation schools, other international schools and Private Independent Schools) in the respective school years is 96.6%, 94.5%, 94.3% and 92.1%. SSPA 2019 has not yet completed and the relevant figures are therefore not available.

(g) & (h) The number of Primary 6 NCS students allocated a Secondary 1 place at the "Discretionary Places" stage of SSPA from 2015 to 2018 (i.e. for admission to Secondary 1 from the 2015/16 to 2018/19 school years) is 893, 947, 920 and 931 respectively. The corresponding percentage share among all NCS students participating in SSPA in the respective school years is 62.2%, 68.1%, 63.1% and 63.6%. The number of Primary 6 NCS students allocated a Secondary 1 place at the "Central Allocation" stage is 542, 443, 538 and 533 respectively. SSPA 2019 has not yet completed and the relevant figures are therefore not available.

(i) The number of NCS students admitted to Primary 1 in DSS schools from the 2014/15 to 2017/18 school years is 188, 192, 177 and 161 respectively. The corresponding percentage share among all Primary 1 NCS students in public sector schools (excluding special schools) and DSS schools in the respective school years is 11.9%, 12.1%, 11.2% and 9.9%.

As for Secondary 1, the number of NCS students admitted to DSS schools from the 2014/15 to 2017/18 school years is 768, 767, 790 and 806 respectively. The corresponding percentage share among all Secondary 1 NCS students in public sector schools (excluding special schools) and DSS schools in the respective school years is 47.6%, 44.3%, 47.9% and 45.5%.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4879)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government inform this Committee of:

(a) the details of funding (excluding the funding for schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework") designated for the provision of education for parents of non-Chinese speaking (NCS) students, including the amount of each funding, the names of subsidised non-governmental organisations, the period covered by each funding, and the target group in each of the years from 2014/15 to 2018/19;

(b) the number of publicly-funded education-related events, talks, sessions or seminars designated for parents of NCS students in each of the years from 2014/15 to 2018/19;

(c) the number of NCS parents attending each of the activities mentioned in (b);

(d) the number of education-related events, talks, sessions or seminars designated for parents of NCS students organised by the Education Bureau (EDB) in each of the years from 2014/15 to 2018/19;

(e) the number of NCS parents attending each of the activities mentioned in (d);

(f) the number of education-related events, talks, sessions or seminars for all parents conducted in Chinese only, in both Chinese and English, and in languages other than Chinese and English in each of the years from 2014/15 to 2018/19;

(g) the number NCS parents attending each of the activities mentioned in (f);

(h) the number of enquiries and complaints received from NCS students and parents by each Regional Education Office (REO) of EDB, and the number of those complaints substantiated and unsubstantiated in each of the school years from 2014/15 to 2018/19; and

(i) the number of enquiries and complaints received from all students and parents on lack of school information by each REO of EDB, and the number of those complaints substantiated and unsubstantiated in each of the school years from 2014/15 to 2018/19.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 123)

Reply:

(a) to (g) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools. In this connection, from the 2014/15 to 2018/19 school years, a total of 173, 197, 216, 228 and 241 schools are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted respectively. The school plans and reports on their use of the above funding show that, in addition to implementation of the "Learning Framework", schools will flexibly deploy the additional funding to organise briefings and seminars for parents of NCS students. On the other hand, diversified modes of education-related programmes including seminars, briefing sessions, workshops, etc. for parents of NCS students are offered by EDB and/or in collaboration with tertiary institutions and/or non-governmental organisations as appropriate. For instance, briefing sessions dedicated for parents of NCS students on, among others, student financial assistance schemes, kindergarten education scheme, admission arrangements for K1 classes in kindergartens, admission to Primary 1 and Secondary 1 in public sector schools, educational support for NCS students, etc. are organised from time to time. Simultaneous interpretation services in major ethnic minority languages are provided where necessary. The objectives of these programmes are to help parents of NCS students and/or their children better understand our school system, major education policies and related support services, facilitate parents of NCS students to obtain the relevant information for making school choices and encourage parents of NCS students to send their children to schools with an immersed Chinese language environment. Besides, starting from 2013, parents of NCS students are allowed to accompany their children to attend the Summer Bridging Programme for NCS students, with a view to enhancing their exposure to and use of Chinese and hence the support

for their children in learning the Chinese language. About 360, 240, 190, 150 and 140 parents of NCS students participated in the Programme from 2014 to 2018 respectively. In tandem, the Chinese Language Learning Support Centres also organise workshops for parents of NCS students with a view to strengthening collaboration with them in supporting NCS students' learning of Chinese. About 400 parents of NCS students have participated in these parent workshops from the 2014/15 to 2018/19 school years.

The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or programmes concerned, hence a breakdown of expenditure by item is not available. Given the diversified modes of the briefings, seminars and workshops offered for parents of NCS students involving different parties including schools, tertiary institutions and non-governmental organisations, related statistics on participation of parents of NCS students are not available.

(h) and (i) From the 2014/15 to 2018/19 school years, EDB has not received any complaints from students or parents regarding NCS students' learning of the Chinese language, the lack of school information or the education-related programmes, seminars or workshops for parents of NCS students. As for various types of enquiries received on a daily basis, including enquiries about school information, the statistics are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4880)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Hong Kong Poverty Situation Report on Ethnic Minorities 2016 released in February 2018 provided dropout rates of certain ethnic minority (EM) groups, and stated that these dropout rates were higher than the average dropout rate of the whole population.

In this connection, would the Government inform this Committee of the following:

(a) The number of non-attendance non-Chinese speaking (NCS) students in each of the grade levels from Secondary 1 to 6 from the 2014/15 to 2018/19 school years;

(b) The number of non-attendance EM students in each of the grade levels from Secondary 1 to 6 from the 2014/15 to 2018/19 school years;

(c) The number of non-attendance students in each of the grade levels from Secondary 1 to 6 from the 2014/15 to 2018/19 school years;

(d) If such data disaggregated by language and ethnicity is not available, the reasons thereof;

(e) The number of dropout NCS students in each of the grade levels from Secondary 4 to 6 from the 2014/15 to 2018/19 school years;

(f) The number of dropout EM students in each of the grade levels from Secondary 4 to 6 from the 2014/15 to 2018/19 school years;

(g) Details on the Government's support measures to prevent dropout among NCS and EM students, including the amount of provision and the names of non-governmental organisations that provide relevant support;

(h) Details on the Government's support measures that provide alternative pathways for NCS and EM students who leave school after completing Secondary 3, 4 or 5 and enable them to obtain formal qualifications for career pursuits and further studies, including the amount of provision.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 124)

Reply:

(a) to (g)

It is the Government's policy to provide 12-year free primary and secondary education in public sector schools of which universal basic education for children aged between 6 and 15 is compulsory. Schools are required to report to the Education Bureau (EDB) on the 7th day of students' continuous absence, irrespective of their class levels. The EDB would provide support services to identified non-attendance cases with a view to bringing students back to school at the earliest opportunity and does not further classify these cases. The numbers of non-attendance students at S1 to S6 levels reported from the 2014/15 to 2017/18 school years are tabulated below. Information for the 2018/19 school year is not yet available.

School Year / Grade Level	2014/15	2015/16	2016/17	2017/18
S1	570	700	557	734
S2	711	595	503	741
S3	1 484	1 095	969	1 081
S4	1 698	1 153	967	992
S5	1 168	758	609	595
S6	8	11	96	150

We do not readily have breakdown of the non-attendance cases by language and ethnic group as schools need not provide such information in their report to the EDB.

The EDB is committed to providing various kinds of services for needy students. Towards this end, we have all along been supporting school administrators, teachers, student guidance personnel or school social workers to provide appropriate guidance services for non-attendance students, with a view to understanding their needs and difficulties, helping them resume schooling, or referring them to attend training programmes or courses which cater for their needs, e.g. short-term adjustment programmes organised by schools, training programmes provided by the Vocational Training Council (VTC) for non-engaged youths, or short-term courses provided by non-governmental organisations (NGOs). At present, various NGOs provide different types of short-term courses for teenagers. These courses aim at enhancing students' motivation to attend school, helping them develop positive goals in life and prepare well for employment, supporting hidden youths, treating internet addiction, etc. The above training programmes or courses are not organised by the EDB. Hence, we have not collected the relevant data and cannot provide information on the funding of the above training programmes or courses and the names of the relevant NGOs.

(h)

Personal planning for further studies or career pursuits of secondary school students should start before they leave school. The EDB has all along been supporting secondary schools in the implementation of Life Planning Education and provision of career guidance services. To prepare NCS students for further studies and career pursuits, the EDB implemented a pilot project from the 2015/16 to 2017/18 school years, commissioning an NGO to organise life planning activities and work experience programmes that enable NCS students to understand their career orientation and learn about different study pathways and jobs. A total of 1 800 NCS students participated in the project and the expenditure involved was about $6.3 million. Starting from the 2018/19 school year, the EDB continues to commission an NGO to organise career exploration activities, including visits to post-secondary institutions, workplace visits and work experience programmes, etc., to help NCS students make informed choices on further studies and careers, set personal goals and plan their future. In the 2018/19 school year, it is expected that 310 students will benefit from the service, which involves an expenditure of about $700,000.

Besides, the EDB generally subvents full-time Diploma of Vocational Education programmes operated by VTC for S3 to S5 school leavers, including NCS students. Also, VTC provides different pre-employment programmes dedicated to NCS students for obtaining a formal qualification for the purpose of employment and further study. NCS students can also apply for other non-dedicated pre-employment programmes. NCS students of VTC 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 student orientations, 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.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4881)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the development of teaching reference materials for non-Chinese speaking (NCS) students from kindergartens to secondary schools, please provide information about supporting teaching materials (including learning modules and learning packages) in the following tables.

1.The teaching materials developed by the Education Bureau for the teaching and learning of NCS students from the 2009/10 to 2018/19 school years.

Title of teaching material	Target subject, level and content	Cooperating partners (name of institutions/ organisations/ groups, etc.)	Beneficiaries (for whom these materials are made)	Start date	Progress (under planning/ in progress/ completed (with completion month and year))	Administration's follow-up to the materials and progress (if any)

2. The details of grants and funding (including but not limited to the Standing Committee on Language Education and Research (SCOLAR), University Grants Committee (UGC) and Quality Education Fund, etc.) on developing teaching materials or studying effective teaching methods for NCS students from the 2009/10 to 2018/19 school years.

Title of teaching material/ study	Target subject and content	Funding source	Principal developer/ research institute (including the name of its affiliates)	Beneficiaries (for whom these materials are made)	Start date	Progress (under planning/in progress/ completed (with completion month and year))	Administration's follow-up to the materials and the progress (if any)

3. For the completed teaching materials and studies in the above tables, have they been made public? If yes, through what channels? If no, why?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 127)

Reply:

1. Teaching materials developed by the Education Bureau (EDB) for the teaching and learning of non-Chinese speaking (NCS) students from the 2014/15 to 2018/19 school years are as follows:

Title of teaching materials	Target subject, level and content	Cooperating partners (name of institutions/ organisations/ groups, etc.)	Beneficiaries (for whom the materials are made)	Start date	Progress (planning/ in progress/ completed (with month and year of completion))	Administration's follow-up to the teaching materials and the progress (if any)
Learning materials and teaching reference materials (including series on teaching with picture books, writing, Chinese festivals, etc.)	NCS students in primary and secondary schools (Chinese Language)	Language and curriculum experts, school teachers	NCS students in primary and secondary schools	2014/15 school year	In progress	Jointly developed by the EDB and language and curriculum experts, the materials have been uploaded onto the EDB webpage by phases. Feedbacks are collected from teachers on an on-going basis to refine the materials.
Chinese Learning and teaching resources for NCS students with intellectual disabilities	NCS students with intellectual disabilities in special schools (Chinese Language)	Language and curriculum experts, special school teachers	NCS students with intellectual disabilities in special schools	2015/16 school year	In progress	At present, we are consolidating the learning materials developed to produce learning and teaching resources.

2. Details of grants and funding provided for developing teaching materials or studying effective teaching methods for NCS students from the 2014/15 to 2018/19 school years are as follows:

Title of teaching materials	Target subject and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the materials are made)	Start date	Progress (planning/ in progress/ completed (with month and year of completion))	Administration's follow-up to the teaching materials and the progress (if any)
Interactive Learning Chinese with News for NCS Students	To develop a mobile application with Chinese materials covering topics in current affairs, daily life, etc.	Language Fund	Open Knowledge Association Limited	i. NCS students at upper primary and junior secondary levels in Hong Kong ii. Practitioners who are teaching the Chinese language to NCS students in Hong Kong iii. NCS parents	September 2016	Completed (November 2017)	By requiring developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.
Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages	To compile a Chinese cultural reader for non-Chinese speakers who endeavour to enhance their Chinese proficiency. The reader could be used for classroom teaching as well as after-class leisure reading.	Language Fund	The Education University of Hong Kong	NCS students currently studying at upper primary and junior secondary levels in Hong Kong	September 2016	Completed (September 2017)	
Construction of an Interlanguage Corpus for Non-Chinese Speaking Students in Hong Kong	To develop an interlanguage corpus for non-Chinese speaking students learning Chinese in Hong Kong	Language Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Academic personnel studying the teaching of Chinese as a foreign language, frontline teachers, compilers of dictionary, teaching material writers and NCS students learning the Chinese language	November 2016	In progress	
Project 'ME' (Minorities Empowered)	Primary school students (teaching materials and lesson plans)	Quality Education Fund	The Society of Rehabilitation and Crime Prevention Hong Kong	Primary school students	September 2014	Completed (July 2016)	By requiring grantees to submit progress reports regularly, stage-based assessment and

The Improvement of Our School Based Booklets for Supporting Students' Diversified Needs	Primary school students (school-based learning and teaching resources)	Quality Education Fund	Lung Kong World Federation School Limited Lau Tak Yung Memorial Primary School	Primary school students	September 2014	Completed (August 2015)	progress reviews are carried out to provide appropriate support.
Integration and Unity: A mutual development course for non-Chinese and Chinese students	Secondary school students (teaching materials for inclusive lessons)	Quality Education Fund	Delia Memorial School (Glee Path)	Secondary school students	October 2014	Completed (August 2017)	
Pilot Scheme for enhancing Chinese learning for the minority groups in Hong Kong	Primary school students (learning and teaching resources)	Quality Education Fund	The Graduate Association of Colleges of Education Limited	Primary school students	December 2014	Completed (November 2015)	
Construction of School-based E-curriculum of Chinese as a Second Language for Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students (Built-on Project)	Secondary school students (school-based e-curriculum and related resources)	Quality Education Fund	Delia Memorial School (Broadway)	Secondary school students	January 2015	Completed (December 2015)	
Catering Learning Diversity – Develop school based curriculum and different level worksheet	Secondary school students (learning and teaching resources in Mathematics, including lesson plans and worksheets)	Quality Education Fund	The Hong Kong Taoist Association The Yuen Yuen Institute No.3 Secondary School	Secondary school students	March 2015	Completed (September 2016)	
Effective Learning	Primary school students (e-learning platform and teaching resource packages)	Quality Education Fund	Lok Sin Tong Leung Wong Wai Fong Memorial School	Primary school students	April 2015	Completed (September 2016)	
Fun with Chinese: Enhancing language development for South Asian ethnic minorities	Kindergarten pupils (learning and teaching resources, bilingual story books and a glossary)	Quality Education Fund	Guideposts Kindergarten 2nd Branch (Kin Sang Estate)	Kindergarten pupils	May 2015	Completed (June 2016)	
Learning Chinese through Drama for Non-Chinese-Speaking Students	Secondary school students (learning and teaching resources)	Quality Education Fund	CCC Kwei Wah Shan College	Secondary school students	June 2015	Completed (August 2016)	

"Learning from Doing" - Building Up Non-Chinese Children's Communication and Thinking Abilities in Cantonese	Kindergarten pupils (teaching materials)	Quality Education Fund	TWGHS Ng Sheung Lan Memorial Nursery School	Kindergarten pupils	June 2015	Completed (May 2016)	
Materials and teaching designs for supporting Chinese learning for non-Chinese speaking students: "mChinese" Smartphone vocabulary e-flash cards	Secondary school students (smartphone vocabulary e-flash cards)	Quality Education Fund	Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, The University of Hong Kong	Secondary school students	June 2015	Completed (May 2017)	
Campus TV	Primary school students (learning and teaching resources)	Quality Education Fund	Sir Ellis Kadoorie (Sookunpo) Primary School	Primary school students	July 2015	Completed (June 2016)	
Virtual Campus TV	Secondary school students (learning and teaching resources)	Quality Education Fund	Islamic Kasim Tuet Memorial College	Secondary school students	August 2015	Completed (July 2016)	
Through home-school cooperation helping non-Chinese speaking children integrate into campus life and learning	Kindergarten pupils (learning and teaching resources)	Quality Education Fund	Hong Kong Young Women's Christian Association Athena Kindergarten	Kindergarten pupils	September 2015	Completed (December 2016)	
Making integration through Art	Primary school students (learning and teaching resources on arts and culture)	Quality Education Fund	Tsing Yi Trade Association Primary School	Primary school students	October 2015	Completed (July 2016)	
"Divergent Blue Planet" South-Asian Moral & Civic Education Teaching Kit (Activity Version)	Primary school students (bilingual learning and teaching resource packages)	Quality Education Fund	TWGHs Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	October 2015	Completed (January 2017)	
E-learning project for NCS students to improve listening and speaking skills	Primary school students (school-based electronic learning and teaching resources and e-learning platform)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	December 2015	Completed (November 2016)	

Construction of School-based E-curriculum of Chinese as a Second Language for Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students (Built-on Project)	Secondary school students (school-based e-curriculum of Chinese Language)	Quality Education Fund	Delia Memorial School (Broadway)	Secondary school students	February 2016	Completed (January 2017)	
NCS students' interdisciplinary Chinese drama class	Primary school students (drama class materials)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	April 2016	Completed (July 2017)	
Po Kok Primary School TV Campus	Primary school students (learning and teaching resources)	Quality Education Fund	Po Kok Primary School	Primary school students	May 2015	Completed (April 2016)	
Transition from Kindergarten to Primary 1 Chinese Learning Scheme	Primary school students (learning and teaching resource packages)	Quality Education Fund	Tung Tak School	Primary school students	May 2016	Completed (April 2017)	
An integrated Chinese-learning programme for Junior South Asian students in HK	Primary school students (a school-based Chinese reading training package and an e-learning platform)	Quality Education Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Primary school students	June 2016	Completed (September 2018)	
Facilitating transition to primary schools of NCS students: Coping with challenges of foreign language anxiety in learning Chinese, social integration and social participation	Primary school students (learning and teaching resource packages)	Quality Education Fund	Department of Rehabilitation Sciences, The Hong Kong Polytechnic University	Primary school students	September 2016	Completed (November 2018)	
"Divergent Blue Planet" South-Asian Moral & Civic Education Teaching Kit (Activity Version)- Continue	Primary school students (bilingual learning and teaching resource packages)	Quality Education Fund	TWGHs Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	February 2017	Completed (March 2018)	
Multiple intelligence development - Coding and Robot Curriculum	Primary school students (learning and teaching resources on coding and robotics programmes)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	June 2017	Completed (February 2019)	

One Student One Service Scheme	Secondary school students (learning and teaching resources on service learning and interdisciplinary project-based learning)	Quality Education Fund	Salesians of Don Bosco Ng Siu Mui Secondary School	Secondary school students	June 2018	In progress	
Poetry Plus - interdisciplinary poem education plan	Secondary school students (learning and teaching resources on interdisciplinary studies of poetry)	Quality Education Fund	King George V School	Secondary school students	January 2019	In progress	
Using genre-based approach to enhance Chinese written composition performance by ethnic minority students	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The University of Hong Kong	Not applicable	July 2015	Completed (June 2016)	Not applicable
The role of orthographic knowledge in Chinese character learning amongst Hong Kong ethnic minority students	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The University of Hong Kong	Not applicable	September 2015	Completed (February 2018)	Not applicable
Enhancing Teaching Efficacy and Creative Teaching and Learning Chinese for Hong Kong's non-Chinese students in Primary Schools	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The University of Hong Kong	Not applicable	January 2016	In progress	Not applicable

3. The above completed teaching materials and studies will be made available for reference and use by teachers and the public through various channels, such as uploading the materials to the webpages of the EDB or relevant organisations, conducting briefing sessions and teacher training programmes, distributing the materials directly to schools or relevant organisations and developing applications for downloading.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4883)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the staffing establishment for special schools, please provide:

(a) the number of students, class size and number of social workers for each special school in the table below;

School (No names required)	Type of special school	Number of students	Class size	Number of social workers on the establishment
School 1				
School 2				
School 3				

(b) the current expenditure on special school social workers and the estimated expenditure in this regard for the coming year;

(c) the number of special schools provided with a post of Primary School Curriculum Leader on their establishment in the past 5 years (2014/15 to 2018/19);

(d) the details and estimated expenditure for the Government to improve the establishment of school social workers in special schools as mentioned in the Budget Speech.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 129)

Reply:

(a), (b) and (d)

The Education Bureau (EDB) has enhanced the provision of school social worker (SSW) in special schools in the 2018/19 school year. Special schools with a total capacity of 60 or fewer are provided with 1 SSW, and subsequently 0.5 SSW for every 30 students. The estimated additional annual expenditure is around $13 million.

In the 2018/19 school year, the EDB has provided 59 special schools with a total of 138 SSW posts. The estimated annual expenditure is about $100 million. The estimated annual expenditure for the 2019/20 school year will be more or less the same. For provision of resources for supporting students with diverse needs, it is our established practice that we do not disclose the situation of individual schools so as to avoid misconceptions and possible labelling effect on particular schools. In the 2018/19 school year, the number of SSW provided by type of special schools is set out below:

Type of Special School (Note 1)	**Class Size (Student per class)**	**Number of School Social Workers in School**
School for Children with Visual Impairment (Note 2)	10/12/15 (Note 2 and 3)	1 to 1.5
School for Children with Hearing Impairment	10	1.5
School for Children with Physical Disability	10	1.5 to 4
School for Social Development	12/15 (Note 3)	1 to 4
School for Children with Mild Intellectual Disability	15	2 to 4.5
School for Children with Mild and Moderate Intellectual Disability	10/15 (Note 4)	3 to 5.5
School for Children with Moderate Intellectual Disability	10	1 to 2.5
School for Children with Severe Intellectual Disability	8	1 to 2

Notes:

1. Specialist services of the Hospital School are provided by the hospitals concerned.
2. The schools for children with visual impairment (VI) include 1 school for children with visual impairment (VI school) and 1 school for children with VI cum intellectual disability. The class size is 12 or 15 students per class for the former and 10 for the latter.
3. The class size of the VI school and the schools for social development (SSDs) has been reduced from 15 to 12 students per class progressively by grade level starting from Primary 1 (SSDs do not operate classes at Primary 1 level; reduction of class size starts from Primary 2) and Secondary 1 concurrently since the 2014/15 school year. The improvement measures concerned will be fully implemented in the 2019/20 school year.
4. The class size of the respective sections of the schools for children with mild and moderate intellectual disability is 10 and 15 students per class respectively.

(c)

The number of special schools provided with a Primary School Curriculum Leader post in their establishment in the past 5 school years is tabulated below:

School Year (Note)	2014/15	2015/16	2016/17	2017/18	2018/19
Number of Schools	26	27	27	57	58

Note:
Starting from the 2017/18 school year, a Primary School Curriculum Leader post is provided for special schools operating 1 to 5 primary classes to replace the provision of the Curriculum Leadership Grant.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4884)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information covering the past 5 school years:

(a) the respective numbers and percentages of local students and non-local students studying in international schools, with breakdowns by primary, secondary and special education;

(b) out of (a) above, the respective numbers and percentages of non-local Chinese students and other non-local students; and

(c) the number and names of international schools failing to meet the requirements concerning local student population.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 131)

Reply:

(a) & (b) The numbers of local and non-local students studying in international primary, secondary and special schools in the 2014/15 to 2018/19 school years are tabulated at the **Annex**.

(c) In the 2018/19 school year, the ratio of non-local students of 15 international schools is subject to a related requirement, ranging from 50% to 98%, under the respective service agreements (SAs) entered into between the schools and the Government following the allocation of vacant school premises (VSP) or greenfield site in question for international school development under School Allocation Exercises (SAEs). Under the prevailing policy, school sponsoring bodies (SSBs) allocated with school premises or sites by the Education Bureau (EDB) for such purpose are required to allocate at least 70% of the school places to non-local students. In the SAE conducted in 2014, favourable consideration was given to proposals accepting a higher proportion of non-local students. In case of breach of requirements in the SA by SSBs and schools (including failure to comply with the minimum percentage of non-local students to be enrolled as stipulated in the SA), the EDB will take follow-up actions, and has the right to terminate or refuse to renew the SA, or even re-enter the VSP or greenfield sites concerned. In addition, when discussing with the English Schools Foundation (ESF) in phasing-out arrangements of the recurrent government subvention for ESF schools in 2013, we have taken the opportunity to remind the ESF to continue to maintain their student mix of having no less than 70% of their overall student population being non-local students.

In the 2018/19 school year, non-local students accounted for 75.5% of the overall student population in the international school sector while local students accounted for 24.5%. When SSBs submitted their proposals for the SAE, they acknowledged and agreed that the information provided (including the proposed minimum percentage of non-local students to be enrolled) would only be used for the relevant SAE. We are therefore unable to disclose the requirement regarding the minimum percentage of non-local students to be enrolled by individual international schools. Nevertheless, among the aforementioned international schools which are subject to the requirement on the enrolment of local students, all of them have complied with the relevant requirement except two schools which have just commenced operation in the concerned premises last year and three schools which have commenced operation in the concerned premises in 2016 and 2017 respectively. We have reminded the relevant schools in writing to observe and comply with the requirements in their admission exercises in the following year, and will follow up on the implementation and effectiveness of the schools' improvement measures while continuing to closely monitor the situation.

Annex

Numbers of Local and Non-local Students (Chinese or Others) in International Primary, Secondary and Special Schools in the 2014/15 to 2018/19 School Years

2014/15 School Year
(based on the Student Enrolment Survey conducted in September 2014)

Primary Schools

	Students	%
Local	3 695	18.3%
Non-local - Chinese	764	3.8%
Non-local - Others	15 734	77.9%
Total	**20 193**	**100.0%**

Secondary Schools

	Students	%
Local	2 718	16.5%
Non-local - Chinese	806	4.9%
Non-local - Others	12 918	78.6%
Total	**16 442**	**100.0%**

Special School

	Students	%
Local	7	10.1%
Non-local - Chinese	1	1.4%
Non-local - Others	61	88.4%
Total	**69**	**100.0%**

2015/16 School Year
(based on the Student Enrolment Survey conducted in September 2015)

Primary Schools

	Students	%
Local	4 074	19.9%
Non-local - Chinese	785	3.8%
Non-local - Others	15 580	76.2%
Total	**20 439**	**100.0%**

Secondary Schools

	Students	%
Local	2 931	17.7%
Non-local - Chinese	817	4.9%
Non-local - Others	12 782	77.3%
Total	**16 530**	**100.0%**

Special School

	Students	%
Local	11	16.4%
Non-local - Chinese	0	0.0%
Non-local - Others	56	83.6%
Total	**67**	**100.0%**

2016/17 School Year
(based on the Student Enrolment Survey conducted in September 2016)

Primary Schools

	Students	%
Local	4 556	21.6%
Non-local - Chinese	811	3.8%
Non-local - Others	15 726	74.6%
Total	**21 093**	**100.0%**

Secondary Schools

	Students	%
Local	3 157	18.9%
Non-local - Chinese	768	4.6%
Non-local - Others	12 739	76.4%
Total	**16 664**	**100.0%**

Special School

	Students	%
Local	13	18.6%
Non-local - Chinese	0	0.0%
Non-local - Others	57	81.4%
Total	**70**	**100.0%**

2017/18 School Year
(based on the Student Enrolment Survey conducted in September 2017)

Primary Schools

	Students	%
Local	5 358	24.5%
Non-local - Chinese	860	3.9%
Non-local - Others	15 694	71.6%
Total	**21 912**	**100.0%**

Secondary Schools

	Students	%
Local	3 507	20.7%
Non-local - Chinese	850	5.0%
Non-local - Others	12 599	74.3%
Total	**16 956**	**100.0%**

Special School

	Students	%
Local	12	17.1%
Non-local - Chinese	1	1.4%
Non-local - Others	57	81.4%
Total	**70**	**100.0%**

2018/19 School Year
(based on the Student Enrolment Survey conducted in September 2018)

Primary Schools

	Students	%
Local	5 866	25.8%
Non-local - Chinese	1 110	4.9%
Non-local - Others	15 744	69.3%
Total	**22 720**	**100.0%**

Secondary Schools

	Students	%
Local	3 987	22.8%
Non-local - Chinese	865	4.9%
Non-local - Others	12 626	72.2%
Total	**17 478**	**100.0%**

Special School

	Students	%
Local	13	18.8%
Non-local - Chinese	2	2.9%
Non-local - Others	54	78.3%
Total	**69**	**100.0%**

Notes:

(1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region (HKSAR)) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
(2) Non-local Chinese students refer to students who hold Chinese nationality (e.g. Mainlanders, Macaoese and Taiwanese) and hold a passport other than the HKSAR Passport or the British National (Overseas) Passport. There is no further breakdown on the number of students with Chinese nationality.
(3) Figures of primary and secondary schools include students studying in the English Schools Foundation (ESF) schools and other private international schools but not the special school operated by the ESF.
(4) Figures of the special school refer to the special school operated by the ESF.
(5) Figures refer to the position as at September of the respective school years.
(6) Percentages may not add up to total due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4885)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following statistics covering the school years from 2014/15 to 2018/19:

(a) The numbers of primary and secondary schools using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), broken down by school type; and

(b) The respective numbers of Primary 1 to Secondary 6 PMIC and CMIC (using Cantonese as the medium of instruction for teaching the Chinese Language Subject) classes and students, broken down by school type.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 132)

Reply:

Using Putonghua as the medium of instruction (MOI) for teaching the Chinese Language subject (PMIC) is a decision driven by school-based language policy. Schools can choose a suitable MOI for teaching the Chinese Language curriculum based on their professional considerations. Schools may decide whether to adopt PMIC at certain levels/in specific classes with regard to their own circumstances, such as readiness of teachers, standards of students, language environment of the school, curriculum planning, and availability of learning and teaching support. As the number of schools adopting PMIC and the numbers of classes and students involved may vary every year, we have not kept track of such information. We do not have a breakdown of the numbers of classes and students by MOI for teaching the Chinese Language subject.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4886)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the median salary of teachers in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools, and the number of teachers retired from these schools between the 2014/15 and 2018/19 school years. Please also provide the number of teachers applying for extension of service each year and give an account of the status of their applications, including the results and justifications for approval or rejection of such applications.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 133)

Reply:

At present, public sector schools can deploy various cash grants for employing additional contract teachers on top of the regular establishment, having regard to their school contexts and students' needs. Since the Education Bureau (EDB) does not collect data pertinent to the salaries of contract teachers, information about the median salary of teachers in all public sector schools is not available.

In addition, the Government provides Direct Subsidy Scheme (DSS) schools with a recurrent subsidy in the form of a block grant. The amount of the subsidy is calculated based on the DSS unit subsidy rate (i.e. the average unit cost of an aided school place) and the number of enrolment of a DSS school. DSS schools are given greater flexibility in various areas including remuneration policy for teaching and non-teaching staff. Since the EDB does not collect data pertinent to the salaries of individual DSS school teachers, information about the median salary of DSS school teachers is not available either.

The number of public sector and DSS school teachers retired from the profession between the 2014/15 and 2018/19 school years is tabulated below:

School Year	Primary School		Secondary School	
	Public Sector	DSS	Public Sector	DSS
2014/15	220	0	300	20
2015/16	200	10	360	40
2016/17	210	0	310	30
2017/18	220	0	390	30
2018/19 (Estimated)	230	0	410	50

Note: Figures are rounded to the nearest 10.

The number of applications and approvals for extension of service (including principals and teachers) between the 2014/15 and 2018/19 school years is tabulated below:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
No. of applications for extension of service	3	2	0	2	4
No. of approvals for extension of service	0	0	0	1*	0

* Approval for extension of service for 6 months was granted to the individual concerned due to the school's special circumstances.

Under the relevant provision of the Education Ordinance and the existing retirement policy, the retirement age of aided school teachers and principals within the approved teaching establishment is 60 unless special permission is given. Aided schools should comply with relevant provisions on retirement age and plan ahead for succession in anticipation of the retirement of the incumbent teachers and principals. When processing applications for extension of service, the EDB will prudently consider the justifications put forth by the school in support of the application and all related factors, including whether the school has made every reasonable effort (including open recruitment, internal promotion, promotion or redeployment from other schools under the same school sponsoring body, etc.) but still failed to find a suitable replacement for the incumbent and other special circumstances of the school. In accordance with the above-mentioned provisions and existing retirement policy, applications for extension of service of teachers or principals who are due to retire will not be approved except under very special circumstances.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4887)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective numbers of primary and secondary schools, broken down by the number of operating classes and sectors, in each of the past 5 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 134)

Reply:

The respective numbers of primary and secondary schools, broken down by the number of operating classes and sector, in each of the past 5 school years are tabulated at Annex (1) and Annex (2).

Annex (1)

Number of primary schools by number of operating classes and sector from the 2014/15 to 2018/19 school years

2014/15 school year

Number of Operating Classes	Number of Schools					
	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	0	0	8	3	**11**
6	0	12	0	5	4	**21**
7	1	3	0	0	2	**6**
8	0	6	0	0	2	**8**
9	0	6	0	1	1	**8**
10	0	7	0	1	2	**10**
11	0	6	2	1	3	**12**
12	2	31	2	2	6	**43**
13	0	14	1	1	1	**17**
14	0	12	1	2	3	**18**
15	2	8	1	1	2	**14**
16	0	7	0	0	2	**9**
17	0	6	0	0	0	**6**
18	1	23	2	6	2	**34**
19	0	7	0	1	0	**8**
20	4	7	1	2	1	**15**
21	0	6	0	2	1	**9**
22	1	5	0	2	1	**9**
23	0	10	0	0	0	**10**
24	7	92	2	4	4	**109**
25	1	23	0	3	1	**28**
26	1	9	3	0	1	**14**
27	0	9	0	2	0	**11**
28	0	8	0	0	0	**8**
29	2	2	0	1	0	**5**
30	9	80	8	3	6	**106**
31	1	6	0	0	2	**9**
32	0	2	0	0	1	**3**
33	0	0	0	1	0	**1**
34	0	0	0	0	1	**1**
35	0	0	0	1	0	**1**
36	0	10	0	1	0	**11**
37 or above	1	2	0	2	0	**5**
Total	**33**	**419**	**23**	**53**	**52**	**580**

2015/16 school year

Number of Operating Classes	Number of Schools					
	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	2	0	6	5	**13**
6	1	13	0	5	5	**24**
7	0	1	0	1	0	**2**
8	0	2	0	0	4	**6**
9	0	5	0	0	0	**5**
10	0	4	0	0	0	**4**
11	0	9	0	2	3	**14**
12	2	30	5	4	5	**46**
13	0	9	0	1	3	**13**
14	0	5	1	1	1	**8**
15	1	12	0	0	4	**17**
16	1	7	1	1	1	**11**
17	0	6	0	1	1	**8**
18	0	28	2	4	2	**36**
19	0	4	0	1	0	**5**
20	2	6	0	1	1	**10**
21	2	8	0	3	1	**14**
22	1	8	1	2	0	**12**
23	0	7	0	2	1	**10**
24	6	96	3	4	4	**113**
25	3	23	0	3	1	**30**
26	0	10	0	0	1	**11**
27	0	10	1	1	1	**13**
28	0	7	1	1	0	**9**
29	3	7	0	0	1	**11**
30	11	81	8	4	4	**108**
31	1	6	0	0	2	**9**
32	0	2	0	0	1	**3**
33	0	0	0	0	0	**0**
34	0	1	0	1	0	**2**
35	0	0	0	0	0	**0**
36	0	11	0	2	0	**13**
37 or above	0	1	0	2	1	**4**
Total	**34**	**421**	**23**	**53**	**53**	**584**

2016/17 school year

Number of Operating Classes	Number of Schools					
	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	0	0	8	6	**14**
6	1	14	0	2	4	**21**
7	0	3	0	4	0	**7**
8	0	0	0	1	4	**5**
9	0	3	0	0	0	**3**
10	0	2	0	1	0	**3**
11	0	4	0	2	1	**7**
12	2	29	6	2	4	**43**
13	0	8	0	1	3	**12**
14	0	6	0	1	2	**9**
15	0	7	0	1	4	**12**
16	1	8	0	0	0	**9**
17	1	7	1	2	0	**11**
18	0	29	1	2	3	**35**
19	0	7	1	3	0	**11**
20	2	4	0	1	2	**9**
21	0	6	0	0	0	**6**
22	2	7	1	1	1	**12**
23	1	4	0	2	2	**9**
24	6	101	3	9	4	**123**
25	1	27	0	2	0	**30**
26	0	12	0	0	0	**12**
27	1	10	0	1	2	**14**
28	1	6	1	1	0	**9**
29	2	6	1	0	1	**10**
30	12	86	7	3	5	**113**
31	1	10	1	1	2	**15**
32	0	2	0	0	1	**3**
33	0	0	0	0	0	**0**
34	0	0	0	1	0	**1**
35	0	0	0	0	0	**0**
36	0	12	0	1	0	**13**
37 or above	0	1	0	3	1	**5**
Total	**34**	**421**	**23**	**56**	**52**	**586**

2017/18 school year

Number of Operating Classes	Number of Schools					
	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	1	0	8	7	**16**
6	1	11	0	5	4	**21**
7	0	2	0	0	1	**3**
8	0	0	0	2	1	**3**
9	0	2	0	2	0	**4**
10	0	1	0	0	0	**1**
11	0	3	0	3	1	**7**
12	2	28	4	3	6	**43**
13	0	7	1	1	2	**11**
14	0	3	1	1	2	**7**
15	0	6	0	2	3	**11**
16	0	1	0	0	0	**1**
17	0	6	0	0	1	**7**
18	2	29	2	6	2	**41**
19	0	12	0	0	1	**13**
20	1	6	1	2	1	**11**
21	1	2	0	0	0	**3**
22	0	5	1	1	0	**7**
23	2	8	0	1	0	**11**
24	7	100	3	9	6	**125**
25	0	29	0	3	1	**33**
26	1	16	0	0	1	**18**
27	0	9	0	1	2	**12**
28	1	6	0	0	1	**8**
29	1	7	1	1	0	**10**
30	13	90	8	3	4	**118**
31	2	9	1	0	2	**14**
32	0	6	0	1	0	**7**
33	0	2	0	0	0	**2**
34	0	0	0	1	0	**1**
35	0	0	0	0	0	**0**
36	0	11	0	1	0	**12**
37 or above	0	3	0	3	3	**9**
Total	**34**	**421**	**23**	**60**	**52**	**590**

2018/19 school year

Number of Operating Classes	Number of Schools					
	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	2	0	10	6	**18**
6	0	10	0	6	4	**20**
7	1	2	0	0	1	**4**
8	0	1	0	2	1	**4**
9	0	2	0	3	0	**5**
10	0	1	0	1	0	**2**
11	0	2	0	1	1	**4**
12	2	23	4	4	7	**40**
13	0	9	1	0	3	**13**
14	0	4	1	1	2	**8**
15	0	2	0	0	2	**4**
16	0	2	0	1	1	**4**
17	0	3	0	0	0	**3**
18	1	28	2	7	2	**40**
19	0	4	0	0	0	**4**
20	2	8	0	1	2	**13**
21	0	8	1	1	1	**11**
22	1	5	1	1	0	**8**
23	0	5	0	0	0	**5**
24	9	101	3	9	5	**127**
25	0	32	0	4	3	**39**
26	1	17	0	0	0	**18**
27	0	12	0	1	1	**14**
28	0	9	0	0	1	**10**
29	2	6	0	2	1	**11**
30	12	87	10	3	3	**115**
31	3	11	0	0	1	**15**
32	0	8	0	0	0	**8**
33	0	4	0	1	1	**6**
34	0	1	0	1	0	**2**
35	0	0	0	0	0	**0**
36	0	11	0	1	0	**12**
37 or above	0	3	0	3	3	**9**
Total	**34**	**423**	**23**	**64**	**52**	**596**

Notes:(1) Figures do not include special schools. International schools include the English Schools Foundation schools.

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

(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.

(4) Figures refer to the number of schools by physical location. A school location may have more than one session.

Annex (2)

Number of secondary schools by number of operating classes and sector from the 2014/15 to 2018/19 school years

2014/15 school year

Number of Operating Classes	Number of Schools						
	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	3	0	1	7	1	**12**
6	0	0	0	0	1	1	**2**
7	0	0	0	0	0	2	**2**
8	0	0	0	0	0	0	**0**
9	0	0	0	0	0	1	**1**
10	0	0	0	1	0	0	**1**
11	0	1	0	0	0	1	**2**
12	0	2	0	4	0	1	**7**
13	0	0	0	0	0	0	**0**
14	0	2	0	0	0	1	**3**
15	0	0	0	3	0	1	**4**
16	0	6	0	0	0	0	**6**
17	0	0	0	0	0	2	**2**
18	5	16	0	6	0	1	**28**
19	0	9	0	2	0	1	**12**
20	0	2	0	0	1	0	**3**
21	0	3	0	1	0	1	**5**
22	0	4	1	1	0	0	**6**
23	0	4	0	1	0	0	**5**
24	9	48	0	7	0	1	**65**
25	0	17	1	0	1	0	**19**
26	7	82	0	2	0	0	**91**
27	3	49	0	3	0	0	**55**
28	4	30	0	2	0	1	**37**
29	0	35	0	1	0	0	**36**
30	1	28	0	11	0	0	**40**
31	0	6	0	0	1	1	**8**
32	1	3	0	3	0	0	**7**
33	0	2	0	0	0	0	**2**
34	0	1	0	2	0	0	**3**
35	0	1	0	1	1	2	**5**
36	0	4	0	7	1	0	**12**
37 or above	0	2	0	3	3	8	**16**
Total	**30**	**360**	**2**	**62**	**16**	**27**	**497**

2015/16 school year

Number of Operating Classes	Number of Schools						
	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	1	0	1	6	1	**9**
6	0	0	0	0	1	1	**2**
7	0	0	0	0	1	2	**3**
8	0	0	0	1	0	1	**2**
9	0	1	0	0	0	0	**1**
10	0	0	0	1	0	0	**1**
11	0	0	0	0	0	0	**0**
12	0	2	0	4	0	2	**8**
13	0	0	0	1	0	1	**2**
14	0	0	0	1	0	1	**2**
15	0	6	0	0	0	0	**6**
16	0	2	0	0	0	0	**2**
17	1	3	0	1	0	1	**6**
18	4	20	0	4	0	2	**30**
19	0	2	0	0	0	0	**2**
20	0	6	1	3	1	1	**12**
21	0	3	0	1	0	0	**4**
22	0	8	0	1	0	0	**9**
23	0	1	0	2	0	1	**4**
24	9	60	0	6	0	1	**76**
25	7	83	1	1	0	0	**92**
26	1	25	0	1	0	0	**27**
27	4	50	0	2	0	0	**56**
28	2	41	0	3	1	0	**47**
29	0	6	0	2	0	1	**9**
30	2	24	0	11	0	1	**38**
31	0	3	0	1	0	0	**4**
32	0	0	0	0	0	0	**0**
33	0	2	0	1	1	1	**5**
34	0	1	0	1	0	0	**2**
35	0	1	0	2	1	1	**5**
36	0	5	0	6	0	0	**11**
37 or above	0	2	0	4	4	8	**18**
Total	**30**	**358**	**2**	**62**	**16**	**27**	**495**

2016/17 school year

Number of Operating Classes	Number of Schools						
	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	1	0	2	5	0	**8**
6	0	0	0	1	2	2	**5**
7	0	0	0	0	0	4	**4**
8	0	1	0	0	0	0	**1**
9	0	0	0	0	0	0	**0**
10	0	0	0	1	0	0	**1**
11	0	0	0	1	0	0	**1**
12	0	2	0	3	0	2	**7**
13	0	1	0	1	0	2	**4**
14	0	3	0	0	0	0	**3**
15	0	3	0	0	0	0	**3**
16	1	2	0	0	0	1	**4**
17	0	2	0	0	0	0	**2**
18	4	22	1	5	0	2	**34**
19	0	6	0	2	0	0	**8**
20	0	6	0	1	1	1	**9**
21	0	5	0	1	0	0	**6**
22	0	5	0	1	0	0	**6**
23	0	5	0	0	0	1	**6**
24	15	131	1	6	0	0	**153**
25	1	23	0	1	0	1	**26**
26	5	36	0	2	0	0	**43**
27	2	60	0	3	0	0	**65**
28	1	6	0	3	1	1	**12**
29	1	1	0	3	0	0	**5**
30	0	24	0	9	0	2	**35**
31	0	2	0	2	0	0	**4**
32	0	2	0	0	0	0	**2**
33	0	2	0	1	0	1	**4**
34	0	1	0	1	1	0	**3**
35	0	0	0	0	2	0	**2**
36	0	5	0	8	0	0	**13**
37 or above	0	1	0	4	3	8	**16**
Total	**30**	**358**	**2**	**62**	**15**	**28**	**495**

2017/18 school year

Number of Operating Classes	Number of Schools						
	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	0	0	3	6	1	**10**
6	0	0	0	0	4	2	**6**
7	0	1	0	0	0	2	**3**
8	0	0	0	0	0	1	**1**
9	0	0	0	1	0	0	**1**
10	0	0	0	0	0	1	**1**
11	0	0	0	1	0	0	**1**
12	0	2	0	4	0	1	**7**
13	0	4	0	0	0	1	**5**
14	0	1	0	0	0	1	**2**
15	1	2	0	0	0	1	**4**
16	0	4	0	1	0	2	**7**
17	0	2	1	0	0	0	**3**
18	4	26	0	5	0	0	**35**
19	0	5	0	0	0	1	**6**
20	0	9	0	1	1	1	**12**
21	0	5	0	2	0	0	**7**
22	0	3	0	1	0	0	**4**
23	0	2	0	0	0	1	**3**
24	16	141	1	6	0	0	**164**
25	4	32	0	1	0	0	**37**
26	1	31	0	2	0	0	**34**
27	3	47	0	3	0	0	**53**
28	1	2	0	2	1	1	**7**
29	0	3	0	3	0	0	**6**
30	0	21	0	9	0	1	**31**
31	0	3	0	1	0	0	**4**
32	0	2	0	2	0	1	**5**
33	0	3	0	2	0	1	**6**
34	0	0	0	0	1	0	**1**
35	0	0	0	0	1	0	**1**
36	0	5	0	8	0	0	**13**
37 or above	0	1	0	4	4	9	**18**
Total	**30**	**357**	**2**	**62**	**18**	**29**	**498**

2018/19 school year

Number of Operating Classes	Number of Schools						
	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
5 or below	0	0	0	2	7	3	**12**
6	0	0	0	0	4	1	**5**
7	0	1	0	0	0	2	**3**
8	0	0	0	0	0	2	**2**
9	0	0	0	1	0	0	**1**
10	0	0	0	2	0	1	**3**
11	0	0	0	1	0	0	**1**
12	0	4	0	2	0	1	**7**
13	0	4	0	0	0	1	**5**
14	0	0	0	0	0	1	**1**
15	1	5	0	1	0	0	**7**
16	0	2	1	0	0	1	**4**
17	0	3	0	1	0	1	**5**
18	1	23	0	4	0	3	**31**
19	3	16	0	0	0	1	**20**
20	0	3	0	3	1	1	**8**
21	0	4	0	0	0	0	**4**
22	0	3	0	0	0	0	**3**
23	0	1	0	1	0	0	**2**
24	20	156	1	7	0	3	**187**
25	0	29	0	1	0	0	**30**
26	2	18	0	1	0	0	**21**
27	3	43	0	2	0	0	**48**
28	0	4	0	2	1	1	**8**
29	0	2	0	2	0	1	**5**
30	0	22	0	10	0	0	**32**
31	0	2	0	1	0	1	**4**
32	0	2	0	3	0	0	**5**
33	0	4	0	2	0	0	**6**
34	0	0	0	0	1	0	**1**
35	0	0	0	0	1	0	**1**
36	0	5	0	8	0	0	**13**
37 or above	0	1	0	4	4	8	**17**
Total	**30**	**357**	**2**	**61**	**19**	**33**	**502**

Notes: (1) Figures do not include special schools. International schools include the English Schools Foundation schools.

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

(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.

(4) Figures refer to the number of schools by physical location.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4888)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Please elaborate on the adjustments to the allocation class size for public sector primary and secondary schools in every district/school net in the past 5 school years, including the extent to which the allocation class sizes have been increased or reduced, and the total number of school places in each district/school net upon adjusting the allocation class size; and

(b) The Government currently copes with the changes in population in different districts by netting school places. Please provide the number of surplus places in each district/school net in the past 5 school years, and explain how these surplus places were netted, including the number of netted places and the districts/school nets involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 136)

Reply:

(a) The Education Bureau (EDB) anticipated in 2013 that the overall demand for Primary One (P1) places would increase substantially and temporarily to the projected peak in the 2018/19 school year, and then progressively decrease to a stable level. To meet the transient increase in demand for P1 places, EDB and the sector have been maintaining close liaison over the past few years and have reached a consensus on the related follow-up measures. A number of flexible arrangements have been adopted, including temporarily allocating more students to each P1 class to increase the supply of school places flexibly. The districts/school nets in which the number of P1 places for each class was increased temporarily under the Primary One Admission (POA) System from 2014 to 2018 (i.e. for admission to P1 from the 2014/15 to 2018/19 school years respectively) to meet the transient increase in demand for P1 places, the extent of increase and the total number of school places increased are tabulated in Annex 1.

As for secondary schools, EDB has implemented a series of targeted relief measures since the 2013/14 school year to help sustain the development of schools, stabilise the teaching force and maintain the quality of education. These measures include allowing schools to adopting the mode of "2-1-1" or "1-1-1" to reduce the number of students allocated to each Secondary 1 (S1) class progressively in 3 school years under the Secondary School Places Allocation (SSPA) System from 2013 to 2015 (i.e. for admission to S1 from the 2013/14 to 2015/16 school years respectively) on the premise that the number of students in each S1 class would reinstate to the level at that time (i.e. 34 students) after the transient decline of S1 population. From the 2016/17 to 2018/19 school years, the number of students allocated to each S1 class remained at the level in the 2015/16 school year. Information on the implementation of relevant measures in various districts and the total number of school places reduced under SSPA 2014 and SSPA 2015 (i.e. for admission to S1 in the 2014/15 and 2015/16 school years respectively) are tabulated in Annex 2.

(b) The POA is divided into 2 stages: Discretionary Places (DP) and Central Allocation (CA). During the DP stage, parents may, without restriction on districts, apply to any one of the public sector primary schools. Children who have failed to secure a discretionary school place may participate in CA, which comprises two parts, namely unrestricted school choices and restricted school choices. For applicant children residing in Hong Kong, their school net is determined by their residential address. Certain school nets may cover two districts.

The provision of public sector primary school places is planned on a territory-wide basis. Under POA, the supply and demand of P1 school places in individual school nets may vary across years. Providing sufficient school places for parents' selection by netting places from school nets that have surplus places is a long-established arrangement. When netting school places, EDB follows the established mechanism, which include thoroughly considering the situation of schools in the school nets concerned, location of schools and the transportation available to facilitate students travelling to and from schools, etc.

The respective number of P1 places and students in public sector schools by district from the 2014/15 to 2018/19 school years is at Annex 3. The provisional number of CA places offered by schools, including those offered by schools in other school nets, is set out in the Choice of Schools List by School Net for CA of POA from 2014 to 2018 for parents' reference. Each year, the actual number of school places netted in relevant districts/school nets could be affected by different factors, including the unrestricted school choices made by parents during the CA stage. Relevant statistics are not readily available.

The SSPA is divided into 2 stages: DP and CA. During the DP stage, parents may, without restriction on districts, apply to not more than 2 participating secondary schools. The CA stage comprises two parts, namely Unrestricted School Choices and Restricted School Choices. Under SSPA, the secondary school net to which students belong is determined by the physical location of the primary schools they attend rather than their place of residence.

The provision of public sector secondary school places is planned on a territory-wide basis. To ensure an adequate supply of school places to meet the demand and to provide more school choices to students in districts with a smaller number of school places, netting of school places from neighbouring areas is a long-established arrangement which can also address the concerns and needs of different stakeholders. When making netting arrangements, EDB takes into consideration a number of factors, such as the demand and supply of school places in different districts, location of schools and the associated transport facilities as well as the established netting pattern, to ensure a stable supply of school places in each district and provide parents with more choices.

The respective number of S1 places and students in public sector schools by district from the 2014/15 to 2018/19 school years is at Annex 4. The secondary schools that offer places for school nets in the CA stage of SSPA and the estimated number of school places from 2014 to 2018 are set out in the Secondary School Lists of the respective years for parents' reference. Each year, the actual number of school places netted in relevant districts could be affected by different factors, including the unrestricted school choices made by parents during the DP and CA stages. Relevant statistics are not readily available.

Annex 1

Districts/school nets temporarily allocated with more students per P1 class, the extent of increase and the total number of P1 places increased in POA from 2014 to 2018

	2014/15 school year		
District	Yuen Long (School Nets 73 & 74 only)	Kwun Tong	Tai Po
Number of students allocated to each P1 class	31 for School Net 73 30 for School Net 74	30	30
Total number of places increased (Note)	194 for School Net 73 105 for School Net 74	540	340

	2015/16 school year		2016/17 school year		
District	Yuen Long (School Nets 73 & 74 only)	Tai Po	North (School Nets 80 & 81 only)	Yuen Long (School Nets 73 & 74 only)	Tai Po
Number of students allocated to each P1 class	30	30	28 for schools adopting small class teaching 33 for other schools	30 for School Net 73 31 for School Net 74	32
Total number of places increased (Note)	160 for School Net 73 110 for School Net 74	335	171 for School Net 80 141 for School Net 81	170 for School Net 73 157 for School Net 74	473

	2017/18 school year							
District	North (School Nets 80 & 81 only)	Yuen Long (School Nets 73 & 74 only)	Tai Po	Sha Tin (School Net 91 only)	Tuen Mun (School Net 71 only)	Sham Shui Po	Tsuen Wan	Kowloon City (School Net 35 only)
Number of students allocated to each P1 class	28 for schools adopting small class teaching 33 for other schools	32 for School Net 73 33 for School Net 74	33	33	28 for schools adopting small class teaching 33 for other schools	33	30	32
Total number of places increased (Note)	165 for School Net 80 150 for School Net 81	249 for School Net 73 231 for School Net 74	555	395	192	454	180	157

	2018/19 school year											
District	North (School Nets 80 & 81 only)	Yuen Long (School Nets 73 & 74 only)	Tai Po	Sha Tin	Tuen Mun	Sham Shui Po	Tsuen Wan	Kowloon City (School Nets 34 & 35 only)	Kwun Tong (School Net 48 only)	Central & Western	Eastern (School Net 14 only)	Yau Tsim Mong
Number of students allocated to each P1 class	28 for schools adopting small class teaching	31 for School Net 73 33 for School Net 74	30	31 for School Net 88 30 for School Net 89 33 for School Net 91	28 for schools adopting small class teaching	32	30	30 for School Net 34 32 for School Net 35	30	30	33	30 for School Net 31 33 for School Net 32
Total number of places increased (Note)	72 for School Net 80 123 for School Net 81	224 for School Net 73 223 for School Net 74	355	230 for School Net 88 200 for School Net 89 387 for School Net 91	204 for School Net 70 183 for School Net 71	378	175	210 for School Net 34 157 for School Net 35	405	145	233	95 for School Net 31 205 for School Net 32

Note: The above figures reflect the situation of schools (after temporarily allocating more students to each P1 class) during school choice making for the Central Allocation (i.e. those listed in the Choice of Schools List) in January/February of the respective school years.

Reduction in number of students allocated and the total number of places reduced in different districts under the SSPA in 2014 and 2015

	No. of schools adopting the respective mode to reduce the number of students allocated			Total number of places reduced	
District	「0-0-0」	「1-1-1」	「2-1-1」	2014/15	2015/16
Central & Western	3	5	1	25	24
Wanchai	4	2	6	32	32
Eastern	4	0	24	92	87
Southern	1	0	12	45	45
Yau Tsim Mong	2	1	11	50	49
Sham Shui Po	1	4	12	68	68
Kowloon City	6	3	20	94	94
Wong Tai Sin	0	0	23	92	89
Kwun Tong	1	5	21	105	105
Kwai Tsing	0	0	31	121	120
Tsuen Wan	1	3	9	48	48
Tuen Mun	0	0	37	137	134
Yuen Long	4	1	29	122	121
North	0	19	0	74	73
Tai Po	0	0	18	67	67
Sha Tin	1	2	35	146	145
Sai Kung	2	1	16	65	64
Islands	0	1	6	27	27

Note: Figures on schools and places include all government, aided and caput secondary schools joining the school places allocation.

Annex 3

Number of P1 places and students in public sector schools from the 2014/15 to 2018/19 school years

District	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year	
	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students
Central & Western	1 360	1 394	1 385	1 389	1 435	1 476	1 435	1 481	1 530	1 535
Wanchai	1 430	1 478	1 455	1 467	1 410	1 403	1 485	1 486	1 497	1 468
Eastern	2 800	2 830	2 750	2 728	2 845	2 821	2 870	2 923	3 132	3 088
Southern	920	884	945	903	920	862	970	927	995	926
Yau Tsim Mong	2 200	2 219	2 125	2 117	2 175	2 217	2 200	2 240	2 485	2 423
Sham Shui Po	2 390	2 434	2 335	2 408	2 310	2 398	2 772	2 609	2 752	2 612
Kowloon City	3 180	3 271	3 105	3 184	3 255	3 395	3 419	3 538	3 624	3 662
Wong Tai Sin	2 690	2 706	2 870	2 795	2 645	2 535	2 720	2 680	2 570	2 550
Kwun Tong	4 185	4 061	3 750	3 773	3 695	3 736	4 170	4 263	4 475	4 480
Sai Kung	2 250	2 192	2 225	2 120	2 275	2 172	2 450	2 374	2 500	2 473
Sha Tin	4 315	4 404	4 290	4 385	4 340	4 506	5 093	5 129	5 394	5 269
Tai Po	2 310	2 394	2 280	2 407	2 464	2 606	2 574	2 641	2 670	2 730
North	3 115	3 334	3 080	3 246	3 283	3 434	3 451	3 600	3 436	3 507
Yuen Long	5 484	5 500	5 320	5 334	5 352	5 488	5 518	5 621	5 518	5 565
Tuen Mun	4 020	4 028	3 940	4 037	3 870	4 026	4 115	4 200	4 153	4 206
Tsuen Wan	2 080	2 146	2 105	2 189	2 180	2 218	2 385	2 409	2 390	2 459
Kwai Tsing	3 030	2 947	3 130	3063	3 205	3 160	3 380	3 371	3 380	3 374
Islands	830	787	955	852	1 030	926	1 130	999	1 225	1 136
All districts	**48 589**	**49 009**	**48 045**	**48 397**	**48 689**	**49 379**	**52 137**	**52 491**	**53 726**	**53 463**

Notes: (1) Figures exclude special schools.

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

(3) Figures on school 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 the schools concerned.

(4) Normally, schools may admit 2 to 3 more students on top of the class size for each class, and thus the number of students admitted could be greater than the number of places.

Annex 4

Number of S1 places and students in public sector schools from the 2014/15 to 2018/19 school years

District	2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year	
	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students
Central & Western	1 146	1 051	1 127	1 037	1 094	1 007	1 094	1 011	1 127	1 057
Wanchai	1 676	1 557	1 644	1 519	1 836	1 635	1 836	1 699	1 836	1 689
Eastern	3 427	2 939	3 244	2 773	3 116	2 623	3 020	2 606	3 116	2 703
Southern	1 438	1 219	1 396	1 179	1 364	1 089	1 396	1 156	1 396	1 143
Yau Tsim Mong	2 015	1 766	1 869	1 667	1 836	1 653	1 836	1 630	1 835	1 658
Sham Shui Po	2 576	2 519	2 471	2 359	2 471	2 394	2 471	2 397	2 471	2 410
Kowloon City	4 065	3 730	3 976	3 626	4 104	3 665	4 136	3 771	4 136	3 826
Wong Tai Sin	2 940	2 650	2 786	2 557	2 786	2 503	2 754	2 556	2 818	2 679
Kwun Tong	3 630	3 423	3 525	3 335	3 525	3 345	3 525	3 352	3 525	3 402
Sai Kung	2 371	2 085	2 308	2 026	2 308	1 957	2 308	1 989	2 340	2 156
Sha Tin	5 073	4 405	4 859	4 276	4 731	4 116	4 731	4 281	4 731	4 396
Tai Po	2 211	1 926	2 112	1 848	2 112	1 854	2 144	1 992	2 240	2 072
North	2 516	2 410	2 409	2 302	2 442	2 320	2 409	2 325	2 970	2 764
Yuen Long	4 577	4 245	4 391	3 980	4 327	3 916	4 359	4 075	4 359	4 151
Tuen Mun	4 303	3 700	4 140	3 440	3 980	3 360	4 076	3 510	4 172	3 782
Tsuen Wan	1 740	1 642	1 692	1 556	1 660	1 552	1 660	1 563	1 660	1 539
Kwai Tsing	3 927	3 677	3 808	3 500	3 808	3 471	3 776	3 438	3 808	3 504
Islands	830	709	773	668	773	638	773	612	741	626
All districts	**50 461**	**45 653**	**48 530**	**43 648**	**48 273**	**43 098**	**48 304**	**43 963**	**49 281**	**45 557**

Notes: (1) Figures exclude special schools.

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

(3) Figures on school 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 the schools concerned.

(4) Figures on school places have been updated, reflecting the impact of schools' adoption of the mode of "1-1-1" or "2-1-1" under the targeted relief measures to reduce the number of students allocated to each S1 class progressively from the 2013/14 to 2015/16 school years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4889)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please provide a list of funds under the management of the Education Bureau (EDB), as well as their respective aims, modes of usage, amount of initial injection and up-to-date surplus. Please also set out the total balance of all funds. As far as administration and investment management are concerned, please advise whether each fund is operated independently or a centralised approach is taken. What are the number of civil servants and the amount of administrative cost involved each year?

(2) Which areas of education expenditure are covered by investment returns of these funds? Which areas of education expenditure are covered by the recurrent expenditure of EDB? What criteria are adopted in this regard?

(3) Will the establishment of new funds and the injections into existing funds by public money thin out the resources that can be directly allocated for education?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 139)

Reply:

(1) & (2) Currently, there are 9 funds under the management of the Education Bureau (EDB), viz Language Fund, Quality Education Fund, Education Development Fund, HKSAR Government Scholarship Fund, Research Endowment Fund, Self-financing Post-secondary Education Fund, Qualifications Framework Fund, Gifted Education Fund and Student Activities Support Fund. Each fund is established as a trust fund with the Permanent Secretary for Education Incorporated as its trustee, and is managed in accordance with its trust deed, which stipulates that the trustee should properly manage and administer the fund in light of its framework and salient features, including prudent management of resources under the fund.

Given that the year and aims of establishment of the funds vary, each fund is operated independently. The aims of establishment, modes of usage, management and total amount of injection of each fund, the year-end balance/operating expenses directly covered by the funds in the 2017/18 school year, and the total balance of all funds are set out in Annex. The Government also provides secretariat services and investment support to the funds. The civil servants and expenditures involved are subsumed under the establishment and operational expenses of EDB and other concerned departments, and cannot be separately identified.

(3) In general, recurrent expenditure on education is, in light of the respective areas, entirely covered by the provision under Head 156 - Education Bureau, Head 173 - Working Family and Student Financial Assistance Agency or Head 190 - University Grants Committee of the General Revenue Account. To deploy resources more flexibly, we have also established funds for specific purposes. Except for the Education Development Fund and the injections made to the Language Fund prior to 2014, all the funds are seed capital funds, which cover education expenditure that meets the aims of their establishment with investment returns. The Education Development Fund and the earlier injections of the Language Fund meet related education expenditure with its capital and interest income.

Since injections into the funds are not covered by recurrent expenditure but are made in the form of a lump sum, neither the establishment of new funds nor injections into existing funds will affect the annual recurrent expenditure on education. In 2019-20, both the recurrent and total education expenditures will respectively take up the largest share in the government expenditure among all policy areas. As compared with the previous year, the total expenditure on education will significantly increase by 12.2% to $124 billion, accounting for 20.4% of the total government expenditure. Of this, the recurrent education expenditure will increase by 5.9% to $90.6 billion, accounting for 20.5% of the total government recurrent expenditure.

Annex

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Language Fund[(2)]	To provide financial support for projects and activities which aim at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English.	To provide funding support for various projects, studies, teaching support initiatives, programmes, and publicity activities etc.	To be assessed/monitored by the Standing Committee on Language Education and Research (SCOLAR). Members of SCOLAR (including renowned language academics/language education academics, experienced principals and teachers, private sector personalities and parents) continuously monitor and review in a timely manner the initiatives funded by the Fund to ensure its overall effectiveness. SCOLAR also advises the trustee on the policies and procedures governing the operation of the Fund.	8,000	6,475	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Quality Education Fund	To finance projects for the promotion of quality school education in Hong Kong.	Schools, educational bodies and organisations registered under the laws of Hong Kong and individuals who are permanent residents in Hong Kong are eligible to apply for funding under the Fund.	A Steering Committee has been set up under the Fund to advise the Government on the policies and procedures governing the operation of the Fund. The Steering Committee is chaired by a non-government official and supported by members from the education, business and professional sectors. The Assessment and Monitoring Sub-committee under the Steering Committee is responsible for assessing applications and monitoring funded projects, while the Investment Committee under the Fund is responsible for formulating policies for and monitoring the investment of the Fund.	5,000	9,494	55.7

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Education Development Fund[(3)]	To provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives.	To support schools and teachers through the following 5 SBPS programmes: (a) Principal Support Network; (b) School Support Partners (Seconded Teacher) Scheme; (c) Professional Development Schools Scheme; (d) University-School Support Programmes; and (e) Collegial Participation in External School Review.	The Advisory Committee on the Fund, which comprises representatives of school councils, frontline teachers, principals, academics and community members, advises the Government on the operation of the Fund and the implementation of SBPS programmes. A cross-divisional working group, the School Development Key Group, has been set up within the EDB to oversee and monitor the delivery of SBPS programmes on a regular basis.	1,100	136	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
HKSAR Government Scholarship Fund	To attract outstanding local and non-local students to pursue publicly-funded higher education programmes in Hong Kong and to stay in Hong Kong after graduation; 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 to promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run.	A sum of money, funded by the investment income generated from the Fund, is allocated every year to 10 institutions that offer full-time publicly-funded programmes at sub-degree and degree or above for awarding scholarships to recognise the outstanding performance of local and non-local students enrolled in these programmes.	To be assessed/monitored by participating institutions[(4)] (according to the stipulated selection criteria of the Fund) and by the Steering Committee of the Fund. The Steering Committee of the Fund advises the trustee on the overall strategies and policies for management and development of the Fund, while the Investment Committee advises on the formulation of investment policies and the monitoring of investment.	3,070	2,499	6.3

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Research Endowment Fund	To provide research funding for the University Grants Committee (UGC)-funded universities and local self-financing degree-awarding institutions; to finance research projects of specific themes; and to offer non-means-tested tuition waiver to local students enrolled in UGC-funded research postgraduate programmes.	The Research Grants Council (RGC) provides research funding for UGC-funded universities through various competitive research funding schemes under the Earmarked Research Grant and the Theme-based Research Scheme (with funding from the investment income of the injections of $16 billion and $4 billion respectively). The Fund also offers tuition waiver to eligible local students enrolled in research postgraduate programmes at an amount equivalent to the tuition fees for the normative study period of the programmes (with funding from the investment income of the injection of $3 billion). In addition, the RGC makes use of the investment income from the injection of $3 billion to provide research funding for local self-financing degree-awarding institutions through 3 competitive research funding schemes.	The UGC advises the trustee on the following: policies and procedures governing the operation and development of the Fund; policies governing the investment of the Fund; and the grants reserved under the Fund for institutions to carry out, promote and support research projects.	26,000	29,210	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Self-financing Post-secondary Education Fund	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.	To enhance the quality of self-financing post-secondary education through the Self-financing Post-secondary Scholarship Scheme and the Quality Enhancement Support Scheme under the Fund.	The Steering Committee of the Fund advises the trustee on the overall strategies and policies for the administration and development of the Fund, while the Investment Committee advises on the formulation of investment policies and the monitoring of investment.	3,520	3,969	10.7

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Qualifications Framework Fund	To support the sustainable development and implementation of Qualifications Framework (QF).	Schemes/initiatives supported by the Fund include: (a) Designated Support Schemes for QF (including Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme; and (b) funding for Industry Training Advisory Committees, QF-related studies or projects and public education.	The Steering Committee on the Fund advises the Secretary for Education on the overall strategy for making use of the Fund as a vehicle to support the sustainable development and implementation of the QF, and the scope and parameters of the schemes, initiatives and activities to be covered by the Fund.	2,200	2,276	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Gifted Education Fund	To support the development of gifted education in Hong Kong through the Hong Kong Academy for Gifted Education (HKAGE) and other worthwhile initiatives, schemes and programmes.	To support the operation of the HKAGE, and other initiatives, schemes and programmes related to gifted education with the investment income of the Fund.	The Advisory Committee on Gifted Education advises the Secretary for Education on the operation and management of the Fund and the development of gifted education.	1,600	824	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection[(1)]	2017/18 School Year	
					Year-end Balance	Operating Expenses Directly Covered by the Fund
				$ million	$ million	$ million
Student Activities Support Fund[(5)]	To support students with financial needs to participate in life-wide learning activities for whole-person development.	To use the investment return from the Funds to provide public sector and Direct Subsidy Scheme schools with the Student Activities Support Grant to support primary and secondary students with financial needs to participate in out-of-classroom learning activities organised or recognised by schools.	Schools are required to set out the income and expenditures in their annual audited accounts to be submitted to the EDB. Also, officers of the EDB will understand the schools' deployment of the grant, evaluate its effectiveness and make recommendations as necessary through different means such as school visits, day-to-day contacts with school, etc.	2,500	Not applicable	Not applicable
				Total balance of all funds:	54,883[(6)]	

(1) Including initial injection and subsequent injections as at March 2019 into the Fund.
(2) The total amount of injections of the Funds is $8 billion. The injections of $3 billion from 1994 (year of establishment) to 2010 were not seed capital fund while the injection of $5 billion in 2014 was seed capital fund.
(3) A non-seed capital fund that will close at the end of the 2018/19 school year.
(4) Participating institutions of the HKSAR Government Scholarship Fund are the 8 UGC-funded universities (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Education University of Hong Kong, the Hong Kong Polytechnic University, the Hong Kong University of Science and Technology, and the University of Hong Kong), the Hong Kong Academy for Performing Arts, and the Vocational Training Council.
(5) The Fund was established in 2019 with an injection of $2.5 billion in March 2019. Its first financial statement will be prepared after the close of the 2018/19 school year.
(6) The total year-end balance of all funds in the 2017/18 school year was $54.883 billion, which has not yet taken into account the total injection of $4.1 billion into the HKSAR Government Scholarship Fund ($800 million), the Gifted Education Fund ($800 million) and the Student Activities Support Fund ($2.5 billion) in 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4890)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the 2018-19 Budget that $3 billion would be allocated to set up a dedicated funding programme to support public sector primary and secondary schools (including Direct Subsidy Scheme schools), special schools and kindergartens under the - kindergarten education scheme in launching school-based curriculum development and student support measures, carrying out relevant school improvement works and procuring supplies.

In this connection, please provide in tabular form the names of schools that have submitted application for funding, titles and brief descriptions of their projects, amount of funding requested, vetting time required, application status or results, and reasons for approval or rejection.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 140)

Reply:

To further support students' learning, enhance the quality of school education and promote quality school education, the Quality Education Fund has, on a recommendation made by the Government in the 2018-19 Budget, set aside $3 billion for the implementation of the Dedicated Funding Programme for Publicly-funded Schools (the Programme) for 4 school years starting from the 2018/19 school year. Schools may apply for funding to launch school-based curriculum development and/or student support measures. The first call for submission of application of the Programme was made from July to September 2018. Excluding the applications withdrawn by some of the schools, 129, 126, 11 and 27 applications were made by secondary schools, primary schools, special schools and kindergartens respectively as at February 2019, totaling 293 applications, among which 207 applications had been approved with funding. As a prevailing practice, we do not disclose the names of individual schools and the relevant information to avoid labelling effect and piece-meal interpretation of individual applications and results.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4894)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures by District Council district and the total of all districts for the current year and the past 3 years.

(1) The number of kindergartens, and the number of places and students involved;

(2) The number of subsidised kindergartens, and the number of places and students involved;

(3) The number of non-subsidised and non-profit-making kindergartens, and the number of places and students involved;

(4) The number of profit-making kindergartens, and the number of places and students involved; and

(5) The number of kindergarten-cum-child care centres, and the number of places and students involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 148)

Reply:

(1), (2), (3) and (4)
The number of all kindergartens (KGs) in the territory, non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS)/KG education scheme (KG Scheme), NPM KGs not joining the PEVS/KG Scheme and private independent (PI) KGs, and their number of places and students by District Council district from the 2015/16 to 2018/19 school years are tabulated in Appendix 1.

(5)
The number of all kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, and their number of places and students by District Council district from the 2015/16 to 2018/19 school years are tabulated in Appendix 2.

Appendix 1

Number of KGs, places and students
by KG type and by District Council district
from the 2015/16 to 2018/19 school years

2015/16 School Year

District	All KGs			KGs joining the PEVS			NPM KGs not joining the PEVS			PI KGs		
	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students
Central & Western	41	7 355	6 057	25	5 377	4 671	5	583	453	11	1 395	933
Wan Chai	29	7 825	6 691	13	2 254	1 917	9	4 526	4 004	7	1 045	770
Eastern	84	15 342	12 357	59	11 006	9 240	6	1 601	1 048	19	2 735	2 069
Southern	43	6 926	4 820	18	3 020	2 571	8	1 489	878	17	2 417	1 371
Sham Shui Po	47	11 200	9 442	39	10 005	8 557	5	869	631	3	326	254
Yau Tsim Mong	39	7 574	6 469	29	5 324	4 735	0	0	0	10	2 250	1 734
Kowloon City	98	27 495	23 603	42	10 157	8 901	16	5 287	4 398	40	12 051	10 304
Wong Tai Sin	48	8 672	7 644	44	7 656	6 736	2	890	824	2	126	84
Kwun Tong	73	14 993	12 369	66	13 555	11 196	4	1 045	932	3	393	241
Tsuen Wan	41	7 975	6 933	31	6 315	5 625	2	347	315	8	1 313	993
Tuen Mun	66	14 445	13 390	58	13 017	12 276	2	306	267	6	1 122	847
Yuen Long	74	19 164	17 752	69	17 187	16 145	0	0	0	5	1 977	1 607

District	All KGs			KGs joining the PEVS			NPM KGs not joining the PEVS			PI KGs		
	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students
North	47	13 450	12 970	39	11 365	11 054	2	782	779	6	1 303	1 137
Tai Po	36	7 734	6 865	25	5 492	5 240	4	486	337	7	1 756	1 288
Sha Tin	77	16 551	14 460	55	12 540	11 044	3	741	642	19	3 270	2 774
Sai Kung	61	10 684	9 177	41	7 500	6 685	5	530	343	15	2 654	2 149
Islands	34	4 579	3 626	22	3 235	2 671	1	214	196	11	1 130	759
Kwai Tsing	62	12 384	10 773	57	11 290	9 863	2	514	411	3	580	499
Total	1 000	214 348	185 398	732	156 295	139 127	76	20 210	16 458	192	37 843	29 813

2016/17 School Year

District	All KGs			KGs joining the PEVS			NPM KGs not joining the PEVS			PI KGs		
	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students
Central & Western	43	7 700	6 179	25	5 567	4 738	6	885	696	12	1 248	745
Wan Chai	33	8 560	7 125	14	2 977	2 563	10	4 402	3 766	9	1 181	796
Eastern	83	14 973	11 860	59	11 173	9 178	4	925	624	20	2 875	2 058
Southern	42	6 772	4 648	18	3 103	2 566	7	1 339	784	17	2 330	1 298
Sham Shui Po	49	11 626	9 733	42	10 373	8 860	3	777	540	4	476	333
Yau Tsim Mong	38	7 812	6 499	28	5 557	4 777	0	0	0	10	2 255	1 722
Kowloon City	98	27 398	23 054	42	10 216	8 919	16	5 309	4 402	40	11 873	9 733
Wong Tai Sin	48	8 668	7 608	45	7 954	6 978	1	540	537	2	174	93
Kwun Tong	75	14 625	12 364	69	13 715	11 656	2	454	437	4	456	271
Tsuen Wan	41	8 373	7 222	32	6 817	6 174	1	180	44	8	1 376	1 004
Tuen Mun	67	14 354	13 217	60	13 093	12 177	1	98	87	6	1 163	953
Yuen Long	74	18 978	17 215	69	17 212	15 898	0	0	0	5	1 766	1 317
North	48	13 160	12 183	41	11 395	10 865	2	740	585	5	1 025	733
Tai Po	38	7 704	6 782	25	5 554	5 243	4	447	325	9	1 703	1 214
Sha Tin	78	16 879	14 713	55	12 705	11 324	3	739	650	20	3 435	2 739
Sai Kung	60	10 573	9 155	41	7 627	6 857	4	510	326	15	2 436	1 972
Islands	37	5 110	3 912	23	3 245	2 647	2	646	496	12	1 219	769
Kwai Tsing	62	12 218	10 563	57	11 137	9 707	2	531	354	3	550	502
Total	1 014	215 483	184 032	745	159 420	141 127	68	18 522	14 653	201	37 541	28 252

2017/18 School Year

District	All KGs			KGs joining the KG Scheme			NPM KGs not joining the KG Scheme			PI KGs		
	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students
Central & Western	47	7 913	6 292	24	5 188	4 413	8	1 235	979	15	1 490	900
Wan Chai	33	8 298	7 132	14	3 114	2 691	10	4 142	3 688	9	1 042	753
Eastern	82	14 802	11 631	56	9 491	7 767	5	2 326	1 813	21	2 985	2 051
Southern	42	6 684	4 753	18	3 035	2 596	8	1 667	877	16	1 982	1 280
Sham Shui Po	51	11 806	9 740	42	10 476	8 842	3	785	557	6	545	341
Yau Tsim Mong	41	7 811	6 665	27	5 178	4 634	1	191	127	13	2 442	1 904
Kowloon City	101	27 415	22 794	44	11 359	9 875	15	4 450	3 523	42	11 606	9 396
Wong Tai Sin	48	8 609	7 374	45	7 821	6 745	1	540	531	2	248	98
Kwun Tong	76	14 737	12 344	70	13 962	11 848	2	342	243	4	433	253
Tsuen Wan	41	8 520	7 273	33	7 191	6 268	0	0	0	8	1 329	1 005
Tuen Mun	66	13 970	12 469	59	12 640	11 443	1	98	85	6	1 232	941
Yuen Long	78	18 872	16 742	70	16 942	15 432	0	0	0	8	1 930	1 310
North	48	11 797	10 660	43	10 896	10 057	0	0	0	5	901	603
Tai Po	37	7 704	6 738	24	5 416	5 163	4	518	361	9	1 770	1 214
Sha Tin	81	17 346	15 051	58	13 292	11 826	3	674	590	20	3 380	2 635
Sai Kung	61	10 878	9 196	41	7 765	6 947	5	790	421	15	2 323	1 828
Islands	35	4 797	3 818	23	3 135	2 651	2	646	497	10	1 016	670
Kwai Tsing	62	12 197	10 475	57	11 077	9 573	2	570	401	3	550	501
Total	1 030	214 156	181 147	748	157 978	138 771	70	18 974	14 693	212	37 204	27 683

2018/19 School Year

District	All KGs			KGs joining the KG Scheme			NPM KGs not joining the KG Scheme			PI KGs		
	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students	No. of KGs	No. of places	No. of students
Central & Western	47	7 983	6 263	24	5 145	4 352	8	1 216	972	15	1 622	939
Wan Chai	31	8 281	7 050	14	3 131	2 665	10	4 161	3 643	7	989	742
Eastern	83	14 263	11 035	56	9 098	7 236	5	2 236	1 744	22	2 929	2 055
Southern	40	6 574	4 652	19	2 967	2 478	7	1 753	1 063	14	1 854	1 111
Sham Shui Po	51	11 328	9 557	42	9 896	8 580	3	749	544	6	683	433
Yau Tsim Mong	41	7 743	6 554	27	4 988	4 496	1	158	91	13	2 597	1 967
Kowloon City	101	26 487	22 158	45	11 087	9 704	15	4 278	3 416	41	11 122	9 038
Wong Tai Sin	48	8 361	7 042	45	7 591	6 417	1	540	537	2	230	88
Kwun Tong	76	14 642	12 183	72	14 047	11 817	1	46	46	3	549	320
Tsuen Wan	41	8 369	7 147	33	7 029	6 145	0	0	0	8	1 340	1 002
Tuen Mun	68	13 412	11 966	59	12 087	10 946	3	98	86	6	1 227	934
Yuen Long	78	18 321	16 055	70	16 308	14 675	0	0	0	8	2 013	1 380
North	48	10 540	9 138	43	9 837	8 667	0	0	0	5	703	471
Tai Po	37	7 464	6 529	24	5 342	5 065	4	534	376	9	1 588	1 088
Sha Tin	81	16 939	14 278	59	13 049	11 222	3	674	596	19	3 216	2 460
Sai Kung	64	10 866	8 937	41	7 711	6 622	6	800	606	17	2 355	1 709
Islands	35	4 717	3 804	23	3 174	2 717	2	592	444	10	951	643
Kwai Tsing	63	11 945	10 054	57	10 826	9 156	2	531	413	4	588	485
Total	1 033	208 235	174 402	753	153 313	132 960	71	18 366	14 577	209	36 556	26 865

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures on places do not include vacant classrooms and vacant child care centre portions.
3. NPM KGs not joining the PEVS/KG Scheme include local and non-local KGs, among which non-local KGs are not eligible for joining the PEVS/KG Scheme.

Appendix 2

Number of KG-cum-CCCs in the territory,
and number of places and students by District Council district
from the 2015/16 to 2018/19 school years

District	2015/16 School Year			2016/17 School Year			2017/18 School Year			2018/19 School Year		
	Number	No. of places	No. of students	Number	No. of places	No. of students	Number	No. of places	No. of students	Number	No. of places	No. of students
Central & Western	24	2 645	2 030	24	2 688	2 002	27	2 883	2 138	27	2 895	2 132
Wan Chai	16	2 789	2 367	18	3 107	2 540	19	3 199	2 652	18	3 174	2 590
Eastern	49	8 577	7 108	49	8 406	6 891	48	8 297	6 753	51	8 028	6 360
Southern	24	3 055	2 161	22	2 774	2 033	21	2 404	1 880	20	2 351	1 879
Sham Shui Po	20	2 322	2 120	21	2 575	2 274	22	2 724	2 345	24	2 887	2 479
Yau Tsim Mong	23	3 898	3 507	24	3 976	3 547	26	4 363	3 838	27	4 479	3 875
Kowloon City	49	8 076	6 828	49	8 066	6 627	50	7 900	6 276	49	7 296	5 797
Wong Tai Sin	25	2 640	2 448	26	2 745	2 486	26	2 800	2 474	26	2 751	2 461
Kwun Tong	38	5 325	4 671	39	5 372	4 791	39	5 350	4 726	38	5 473	4 694
Tsuen Wan	22	3 463	3 090	22	3 599	3 165	22	3 582	3 128	23	3 565	3 150
Tuen Mun	32	4 288	3 888	33	4 550	4 125	32	4 484	3 918	33	4 504	3 976
Yuen Long	29	6 300	5 838	30	6 193	5 735	31	6 392	5 729	32	6 420	5 729

District	2015/16 School Year			2016/17 School Year			2017/18 School Year			2018/19 School Year		
	Number	No. of places	No. of students	Number	No. of places	No. of students	Number	No. of places	No. of students	Number	No. of places	No. of students
North	19	3 152	2 950	19	3 064	2 730	19	2 793	2 410	20	2 574	2 209
Tai Po	17	2 505	2 177	18	2 530	2 180	17	2 466	2 147	18	2 436	2 098
Sha Tin	41	6 171	5 589	42	6 359	5 711	43	6 580	5 897	42	6 085	5 371
Sai Kung	32	4 634	4 097	33	4 469	4 031	33	4 658	4 136	33	4 602	3 932
Islands	14	1 628	1 239	15	1 678	1 216	13	1 484	1 154	14	1 717	1 304
Kwai Tsing	30	3 959	3 668	30	3 922	3 663	30	4 046	3 747	30	4 020	3 662
Total	504	75 427	65 776	514	76 073	65 747	518	76 405	65 348	525	75 257	63 698

Notes:
1. Figures refer to the position as at September of the respective school years.
2. Figures on places do not include vacant classrooms and vacant child care centre portions.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4895)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 school year, the Government will enhance social worker and guidance services by implementing progressively the policy of "one school social worker for each school" in public sector primary schools and enhancing the provision of school social workers for special schools. In this connection, please provide the following information for the 2018/19 school year:

(a) the total number of primary schools that have switched to the New Funding Mode; of these, the number of primary schools that have created a regular Assistant Social Work Officer post and those that receive the School Social Work Service Grant, and the expenditure involved;

(b) the total number of primary schools that remain under the Old Funding Mode; of these, the number of primary schools receiving the Student Guidance Service Grant and those having Student Guidance Teachers or Student Guidance Officers, and the expenditure involved;

(c) the total number of primary schools receiving the Consultation Service Grant and the expenditure involved; and

(d) the number of special schools provided with 1, 1.5, 2, 2.5, 3 or more social workers and the expenditure involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 149)

Reply:

(a) to (c)

In the 2018/19 school year, 223 public sector primary schools have switched to the New Funding Mode and the expenditure involved is as follows:

Student Guidance Services Provided	Regular Assistant Social Work Officer Post	School Social Work Service Grant	Consultation Service Grant	Top-up Student Guidance Service Grant
Number of Schools	41	182	223	212
Total Expenditure ($million) (Estimated Expenditure)	27.3	115.9	28.8	51.7

In the 2018/19 school year, the number of primary schools that remain under the Old Funding Mode and the expenditure involved are as follows:

Student Guidance Services Provided	Student Guidance Officers	Student Guidance Teachers	Student Guidance Service Grant	Top-up Student Guidance Service Grant
Number of Schools	6	113	114	233
Total Expenditure ($million) (Estimated Expenditure)	3.9	90.7	65.0	52.7

(d) The Education Bureau (EDB) has enhanced the establishment of school social worker (SSW) in special schools in the 2018/19 school year. Special schools with a total capacity of 60 or fewer are provided with 1 SSW, and subsequently 0.5 SSW for every 30 students. In the 2018/19 school year, the estimated annual expenditure on the provision of SSW for special schools is about $100 million, and the number of SSW provided for special schools is tabulated below:

Number of School Social Workers	Number of Special Schools [Note]
1	10
1.5	12
2	15
2.5	4
3 or above	18

Note: Specialist services for the Hospital School are provided by the hospitals concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4896)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the measures for fostering home-school co-operation:

(a) In the following table, please provide information on kindergartens (KGs) that set up Parent-Teacher Associations (PTAs) in the past 5 school years, with a breakdown by the 18 districts.

District	Number of KGs with PTAs	Percentage out of all KGs in the district

(b) Please provide the total amounts of Set Up Grant and Annual Grant provided for setting up PTAs in KGs each year in the past 5 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 150)

Reply:

(a) Parents play an important role in young children's development. The Education Bureau (EDB) encourages kindergartens (KGs) to enhance communication with parents through multifaceted channels and to establish Parent-Teacher Associations (PTAs) to facilitate parent-school connection and build a partnership for co-operation. Whether KGs set up PTAs is unrelated to where they are situated. Hence, the EDB has not compiled relevant statistics by district. According to the information provided by schools, the number of KGs (including kindergarten-cum-child care centres) that set up PTAs in the past 5 school years is tabulated below:

School Year	No. of KGs with PTAs	Percentage out of all KGs in the territory
2017/18	326	32%
2016/17	323	32%
2015/16	318	32%
2014/15	324	33%
2013/14	318	33%

(b) The EDB provides a Set Up Grant to the newly established PTAs and an Annual Grant to the existing PTAs for meeting recurrent expenditure. In the past 5 school years, the total amounts of Set Up Grant and Annual Grant provided for KGs (including kindergarten-cum-child care centres) each year are tabulated below:

School Year	Set Up Grant ($)	Annual Grant ($)
2017/18	75,000	1,466,556
2016/17	30,000	1,348,352
2015/16	35,000	1,292,508
2014/15	10,000	1,237,272
2013/14	25,000	1,154,640

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4898)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With regard to the policy of strengthening the support for ethnic minorities as announced in the 2018 Policy Address:

(a) What are the details of the provision of 5-tier subsidies for kindergartens (KGs) admitting non-Chinese speaking (NCS) students in the 2019/20 school year? What is the estimated expenditure of the aforesaid item for the 2019/20 school year?

(b) Please provide in the table below the number of NCS students admitted to subsidised KGs (excluding international schools) in the past 5 school years.

School year	Number of NCS students	Number of KGs	Number of KGs joining KG subsidised scheme
	0		
	1 to 4		
	5 to 7		
	8 to 10		
	11 to 15		
	16 to 20		
	21 to 25		
	26 to 30		
	31 to 35		
	36 or more		

(c) What are the details of the provision of additional resources under a 3-tier structure to public sector ordinary schools admitting NCS students with special educational needs (SEN) in the 2019/20 school year? What is the estimated expenditure of the aforesaid item for the 2019/20 school year?

(d) Please provide in the table below the number of NCS students with SEN admitted to public sector primary and secondary schools in the past 5 school years.

School year	Number of NCS students	Number of public sector secondary schools	Number of public sector primary schools
	0		
	1 to 5		
	6 to 9		
	10 to 15		
	16 to 20		
	21 to 25		
	26 to 30		
	31 to 35		
	36 or more		

(e) What are the details of the provision of funding to secondary schools which admit NCS students for supporting NCS students to learn Chinese History? What is the estimated expenditure for the 2019/20 school year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 151)

Reply:

(a)
At present, for kindergartens (KGs) joining the kindergarten education scheme (Scheme), those admitting 8 or more non-Chinese speaking (NCS) students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. Starting from the 2019/20 school year, a 5-tiered subsidy will be provided for KGs joining the Scheme according to the number of NCS students admitted. KGs admitting 1 NCS student will also receive the subsidy and the subsidy for the highest tier will be a double of the current level. Details are as follows:

Tier	Number of NCS students	Subsidy amount
1	1 to 4	New cash grant of $50,000 per year
2	5 to 7	New subsidy at a rate of 0.5 KG teacher
3	8 to 15	Subsidy at a rate of 1 KG teacher (i.e. the current arrangement)
4	16 to 30	Increased subsidy at a rate of 1.5 KG teachers
5	31 or more	Increased subsidy at a rate of 2 KG teachers

The total estimated amount of subsidy for the 2019/20 school year is around $102 million.

(b)
The number of local KGs in the past 5 years (2014/15 to 2018/19 school years) and the number of KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2014/15 to 2016/17 school years and under the Scheme from the 2017/18 to 2018/19 school years by number of NCS students ranging from "0", "1 to 4", "5 to 7", "8 to 15", "16 to 30" and "31 or more" are tabulated in Appendix.

(c)
The Education Bureau (EDB) has all along been committed to facilitating NCS students' early adaptation to the local school system and integration into the community, and enhancing their learning effectiveness through different support measures. At the same time, the EDB has been providing public sector mainstream schools with additional resources, professional support and teacher training, while encouraging schools to support students with special educational needs (SEN) through the 3-tier Intervention Model. To further support NCS students with SEN to adjust to school life and make smooth transition through different learning stages, the EDB will provide additional resources under a 3-tier structure to public sector mainstream primary and secondary schools admitting NCS students with SEN starting from the 2019/20 school year. The additional resources provided will enable schools to employ teaching assistants to assist teachers in designing activities and teaching materials, procure translation services, or provide the students concerned with social and emotional management training, etc. in order to strengthen emotional, communication and social support. The EDB will provide schools with a grant calculated on the basis of the number of NCS students with SEN under a 3-tier structure, i.e. $100,000 (1-9 students), $200,000 (10-25 students), and $300,000 (26 or more students) per year. In subsequent school years, the grant rates will be adjusted annually according to the change in the Composite Consumer Price Index. For the 2019/20 school year, it is estimated that about 600 students will benefit from the measure, involving an estimated annual expenditure of around $22 million.

(d)
Distribution of public sector mainstream primary and secondary schools admitting NCS students with SEN in the past 5 school years (2014/15 to 2018/19 school years) is as follows:

Number of NCS students with SEN	Number of schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	350	354	339	338	343	329	336	316	333	312
1 to 5	91	32	100	46	97	54	104	64	107	65
6 to 9	10	4	10	2	7	3	8	5	12	6
10 to 15	1	0	4	2	5	2	4	2	1	5
16 to 20	0	2	1	1	2	1	0	1	1	0
21 to 25	0	0	0	0	0	1	2	1	2	1
26 to 30	0	0	0	1	0	0	0	0	0	0
31 to 35	0	0	0	0	0	0	0	0	0	0
36 or more	0	0	0	0	0	0	0	0	0	0

(e)

To support NCS students to use Chinese in learning Chinese History in junior secondary level, the EDB provides a grant totalling $100,000 for each public sector secondary school, including government, aided (including special schools), caput and Direct Subsidy Scheme secondary schools which admits NCS students in junior secondary level in the 2018/19 and 2019/20 school years. In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers in refining practices on teaching NCS students Chinese History and in conducting relevant learning activities. Such measures may include procurement of professional services to develop school-based curriculum and learning and teaching resources specifically for the learning of Chinese History in Chinese by NCS students (including those in special schools), as well as procurement of multi-media and e-learning teaching resources. Schools may also arrange local visits and visits to the Mainland (including fees for visa application and participation in exchange programmes) for students to enhance their understanding of Chinese history and culture through life-wide learning activities. The estimated total expenditure on this grant is $30 million and the estimated expenditure for the 2019/20 school year is $15 million.

Appendix

Number of local KGs from the 2014/15 to 2018/19 school years and number of KGs under the PEVS from the 2014/15 to 2016/17 school years and under the Scheme from the 2017/18 to 2018/19 school years by number of NCS students ranging from "0", "1 to 4", "5 to 7", "8 to 15", "16 to 30" and "31 or more"

School year	Number of NCS students	Number of local KGs	Number of KGs under the PEVS/under the Scheme
2014/15	0	407	344
	1 to 4	238	207
	5 to 7	71	59
	8 to 15	68	50
	16 to 30	39	27
	31 or more	51	37
2015/16	0	419	356
	1 to 4	234	204
	5 to 7	70	58
	8 to 15	70	51
	16 to 30	33	27
	31 or more	46	36
2016/17	0	408	351
	1 to 4	242	212
	5 to 7	57	49
	8 to 15	87	67
	16 to 30	29	24
	31 or more	53	42
2017/18	0	415	357
	1 to 4	214	184
	5 to 7	57	48
	8 to 15	103	87
	16 to 30	41	33
	31 or more	51	39
2018/19	0	402	344
	1 to 4	234	206
	5 to 7	60	51
	8 to 15	87	74
	16 to 30	53	42
	31 or more	48	36

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include K1, K2 and K3 students in kindergarten-cum-child care centres.
3. Figures include those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4899)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Government provides kindergartens admitting 8 or more non-Chinese speaking students with an additional grant comparable to the recommended remuneration level of a kindergarten teacher. Would the Government inform this Council of the number of kindergartens provided with the grant in the past 2 school years, i.e. 2017/18 and 2018/19, their percentage against all subsidised kindergartens in Hong Kong, and the expenditure involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 152)

Reply:

The kindergarten (KG) education scheme (Scheme) has been implemented starting from the 2017/18 school year. KGs joining the Scheme and admitting 8 or more non-Chinese speaking (NCS) students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. In the 2017/18 school year, about 150 KGs received the additional grant, accounting for about 38% of some 390 KGs joining the Scheme and admitting NCS students. The expenditure involved was about $54 million. In the 2018/19 school year, as at February 2019, over 150 KGs have been provided with the additional grant, accounting for about 37% of some 410 KGs joining the Scheme and admitting NCS students. As the grant for supporting NCS students is open to application throughout the school year, the number of KGs in receipt of the grant and the expenditure involved may vary during a school year. The estimated annual expenditure is about $61 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4900)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide in the table below details of the participation in the Kindergarten (KG) Subsidy Scheme:

Table 1:

Type of KG	Average subsidy at teachers' mid-point salary	Average number of students in each school	Average unit subsidy per student
Long whole-day (LWD)			
Whole-day WD)			
Half-day (HD)			

Table 2:

District Council district	Number of schools						
	Only HD session	Only WD session	Only LWD session	Mixed sessions (HD and WD)	Mixed sessions (HD and LWD)	Mixed sessions (WD and LWD)	Mixed sessions (HD,WD and LWD)
Central & Western							
Eastern							
Southern							
Wan Chai							
Kwun Tong							
Wong Tai Sin							
Kowloon City							
Sham Shui Po							
Yau Tsim Mong							
Sha Tin							
Tai Po							

Sai Kung							
North							
Yuen Long							
Tuen Mun							
Tsuen Wan							
Kwai Tsing							
Islands							
Total							

Table 3:

	Number of students						
District Council district	Only HD session	Only WD session	Only LWD session	Mixed sessions (HD and WD)	Mixed sessions (HD and LWD)	Mixed sessions (WD and LWD)	Mixed sessions (HD,WD and LWD)
Central & Western							
Eastern							
Southern							
Wan Chai							
Kwun Tong							
Wong Tai Sin							
Kowloon City							
Sham Shui Po							
Yau Tsim Mong							
Sha Tin							
Tai Po							
Sai Kung							
North							
Yuen Long							
Tuen Mun							
Tsuen Wan							
Kwai Tsing							
Islands							
Total							

Table 4:

District Council district	Number of places						
	Only HD session	Only WD session	Only LWD session	Mixed sessions (HD and WD)	Mixed sessions (HD and LWD)	Mixed sessions (WD and LWD)	Mixed sessions (HD,WD and LWD)
Central & Western							
Eastern							
Southern							
Wan Chai							
Kwun Tong							
Wong Tai Sin							
Kowloon City							
Sham Shui Po							
Yau Tsim Mong							
Sha Tin							
Tai Po							
Sai Kung							
North							

Yuen Long							
Tuen Mun							
Tsuen Wan							
Kwai Tsing							
Islands							
Total							

2. Please provide in the table below the number of KGs (including KGs receiving and not receiving subsidies) in the territory:

Table 1:

District Council district	Number of schools						
	Only HD session	Only WD session	Only LWD session	Mixed sessions (HD and WD)	Mixed sessions (HD and LWD)	Mixed sessions (WD and LWD)	Mixed sessions (HD,WD and LWD)
Central & Western							
Eastern							
Southern							
Wan Chai							
Kwun Tong							
Wong Tai Sin							
Kowloon City							
Sham Shui Po							
Yau Tsim Mong							
Sha Tin							
Tai Po							
Sai Kung							
North							
Yuen Long							
Tuen Mun							
Tsuen Wan							
Kwai Tsing							
Islands							
Total							

Table 2:

District Council district	Number of students						
	Only HD session	Only WD session	Only LWD session	Mixed sessions (HD and WD)	Mixed sessions (HD and LWD)	Mixed sessions (WD and LWD)	Mixed sessions (HD,WD and LWD)
Central & Western							
Eastern							
Southern							
Wan Chai							
Kwun Tong							
Wong Tai Sin							
Kowloon City							
Sham Shui Po							

Yau Tsim Mong							
Sha Tin							
Tai Po							
Sai Kung							
North							
Yuen Long							
Tuen Mun							
Tsuen Wan							
Kwai Tsing							
Islands							
Total							

Table 3:

District Council district	Number of places						
	Only HD session	Only WD session	Only LWD session	Mixed sessions (HD and WD)	Mixed sessions (HD and LWD)	Mixed sessions (WD and LWD)	Mixed sessions (HD,WD and LWD)
Central & Western							
Eastern							
Southern							
Wan Chai							
Kwun Tong							
Wong Tai Sin							
Kowloon City							
Sham Shui Po							
Yau Tsim Mong							
Sha Tin							
Tai Po							
Sai Kung							
North							
Yuen Long							
Tuen Mun							
Tsuen Wan							
Kwai Tsing							
Islands							
Total							

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 153)

Reply:

(1) The Education Bureau (EDB) has implemented the new kindergarten (KG) education scheme (Scheme) starting from the 2017/18 school year. The basic unit subsidy under the Scheme covers expenses on salaries for teaching and supporting staff and other operating costs. The salaries for teaching staff (including principals) account for around 60% of the unit subsidy, which are calculated on the basis of the maximum point of the recommended salary range for principals and the mid-point of the recommended salary range for other teaching staff. Relevant figures for the 2018/19 school year are as follows:

2018/19 school year	
Mid-point salary of Class Teacher	$30,115
Mid-point salary of Senior Teacher	$37,355
Mid-point salary of Vice Principal	$43,370
Maximum salary point of Principal II	$56,630
Maximum salary point of Principal I	$63,860

In the 2018/19 school year, the average number of students in half-day (HD), whole-day (WD) and long whole-day (LWD) KGs and the amount of full-year unit subsidy per student are as follows:

2018/19 school year		
Class	Average number of students in each school	Unit subsidy per student
HD	167	$34,320
WD	69	$44,620
LWD	92	$54,910

The number of KGs joining the KG Scheme, number of students and number of places by curriculum type and District Council district are tabulated at Appendixes 1, 2 and 3 respectively.

(2) In the 2018/19 school year, the number of KGs in the territory, number of students and number of places by curriculum type and District Council district are tabulated at Appendixes 4, 5 and 6 respectively.

Appendix 1

Number of KGs joining the KG Scheme
by curriculum type and District Council district
in the 2018/19 school year

District	KGs operating HD classes only	KGs operating WD classes only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)	FACs
Central & Western	8	0	7	9
Wan Chai	4	1	3	6
Eastern	8	1	30	17
Southern	1	0	10	8
Sham Shui Po	8	1	20	13
Yau Tsim Mong	9	0	4	14
Kowloon City	14	2	14	15
Wong Tai Sin	5	1	22	17
Kwun Tong	14	2	32	24
Tsuen Wan	12	0	11	10
Tuen Mun	6	1	33	19
Yuen Long	18	0	34	18
North	6	0	27	10
Tai Po	2	0	13	9
Sha Tin	11	0	28	20
Sai Kung	5	0	23	13
Islands	4	1	13	5
Kwai Tsing	8	0	30	19
Total	143	10	354	246

Appendix 2

Number of students in KGs joining the KG Scheme
by curriculum type and District Council district
in the 2018/19 school year

District	KGs operating HD classes only	KGs operating WD classes only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	2 553	0	660	385	0	754
Wan Chai	1 283	84	551	227	0	520
Eastern	1 940	95	2 468	1 603	20	1 110
Southern	154	0	1 077	530	2	715
Sham Shui Po	2 234	172	3 484	1 228	0	1 462
Yau Tsim Mong	2 091	0	614	386	0	1 405
Kowloon City	5 193	296	1 860	877	2	1 476
Wong Tai Sin	1 500	59	1 592	1 686	0	1 580
Kwun Tong	3 631	230	3 320	2 303	0	2 333
Tsuen Wan	3 343	0	902	779	0	1 121
Tuen Mun	2 459	42	4 453	2 459	12	1 521
Yuen Long	5 672	0	4 663	2 520	0	1 820
North	2 279	0	3 722	1 758	0	908
Tai Po	848	0	2 330	990	0	897
Sha Tin	4 036	0	3 454	1 817	0	1 915
Sai Kung	1 639	0	2 272	1 658	3	1 050
Islands	354	17	1 173	800	2	371
Kwai Tsing	2 425	0	2 951	2 037	22	1 721
Total	43 634	995	41 546	24 043	63	22 679

Number of school places offered by KGs joining the KG Scheme
by curriculum type and District Council district
in the 2018/19 school year

District	KGs operating HD class only	KGs operating WD class only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	2 942	0	952	409	0	842
Wan Chai	1 562	88	674	231	0	576
Eastern	2 421	99	3 241	1 833	54	1 450
Southern	160	0	1 490	567	2	748
Sham Shui Po	2 681	183	4 314	1 242	0	1 476
Yau Tsim Mong	2 280	0	882	394	0	1 432
Kowloon City	5 874	320	2 397	916	2	1 578
Wong Tai Sin	1 800	79	2 292	1 788	0	1 632
Kwun Tong	4 318	233	4 694	2 380	0	2 422
Tsuen Wan	3 916	0	1 184	807	0	1 122
Tuen Mun	2 765	42	5 125	2 557	14	1 584
Yuen Long	6 379	0	5 431	2 666	0	1 832
North	2 576	0	4 467	1 841	0	953
Tai Po	986	0	2 464	1 003	0	889
Sha Tin	4 680	0	4 517	1 863	0	1 989
Sai Kung	1 904	0	2 962	1 730	4	1 111
Islands	376	27	1 465	875	3	428
Kwai Tsing	2 911	0	3 969	2 118	27	1 801
Total	50 531	1 071	52 520	25 220	106	23 865

Appendix 4

Number of KGs in the territory
by curriculum type and District Council district
in the 2018/19 school year

District	KGs operating HD classes only	KGs operating WD classes only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)	FACs
Central & Western	25	1	12	9
Wan Chai	18	3	4	6
Eastern	28	2	36	17
Southern	18	1	13	8
Sham Shui Po	14	1	23	13
Yau Tsim Mong	17	1	9	14
Kowloon City	51	9	26	15
Wong Tai Sin	7	1	23	17
Kwun Tong	16	3	33	24
Tsuen Wan	18	0	13	10
Tuen Mun	9	2	38	19
Yuen Long	23	0	37	18
North	7	0	31	10
Tai Po	9	0	19	9
Sha Tin	24	2	35	20
Sai Kung	20	1	30	13
Islands	11	2	17	5
Kwai Tsing	13	0	31	19
Total	328	29	430	246

Appendix 5

Number of students in KGs in the territory
by curriculum type and District Council district
in the 2018/19 school year

District	KGs operating HD classes only	KGs operating WD classes only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	4 006	55	946	502	0	754
Wan Chai	5 057	420	775	278	0	520
Eastern	3 744	151	4 302	1 708	20	1 110
Southern	1 812	67	1 453	603	2	715
Sham Shui Po	2 952	172	3 716	1 255	0	1 462
Yau Tsim Mong	3 378	89	1 168	514	0	1 405
Kowloon City	15 667	914	2 743	1 356	2	1 476
Wong Tai Sin	2 073	59	1 626	1 704	0	1 580
Kwun Tong	3 901	276	3 354	2 319	0	2 333
Tsuen Wan	4 241	0	934	851	0	1 121
Tuen Mun	2 459	128	5 184	2 662	12	1 521
Yuen Long	6 556	0	5 060	2 619	0	1 820
North	2 320	0	4 043	1 867	0	908
Tai Po	1 294	0	3 019	1 319	0	897
Sha Tin	6 135	200	4 030	1 998	0	1 915
Sai Kung	3 284	92	2 685	1 823	3	1 050
Islands	1 044	215	1 320	852	2	371
Kwai Tsing	3 310	0	2 958	2 043	22	1 721
Total	73 233	2 838	49 316	26 273	63	22 679

Number of school places offered by KGs in the territory
by curriculum type and District Council district
in the 2018/19 school year

District	KGs operating HD classes only	KGs operating WD classes only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	5 226	61	1 304	550	0	842
Wan Chai	5 943	508	972	282	0	576
Eastern	5 257	178	5 385	1 939	54	1 450
Southern	3 133	105	1 938	648	2	748
Sham Shui Po	3 714	183	4 670	1 285	0	1 476
Yau Tsim Mong	4 036	89	1 629	557	0	1 432
Kowloon City	18 415	1 103	3 824	1 565	2	1 578
Wong Tai Sin	2 492	79	2 342	1 816	0	1 632
Kwun Tong	4 787	279	4 746	2 408	0	2 422
Tsuen Wan	5 085	0	1 235	927	0	1 122
Tuen Mun	2 765	140	6 118	2 791	14	1 584
Yuen Long	7 674	0	6 027	2 788	0	1 832
North	2 660	0	4 919	2 008	0	953
Tai Po	1 790	0	3 411	1 374	0	889
Sha Tin	7 207	220	5 425	2 098	0	1 989
Sai Kung	4 168	100	3 561	1 922	4	1 111
Islands	1 382	241	1 717	946	3	428
Kwai Tsing	3 992	0	3 994	2 131	27	1 801
Total	89 726	3 286	63 217	28 035	106	23 865

Note:

1. Figures reflect the position as at September of the school year.
2. Figures on school places do not include vacant classrooms and vacant child care centre portions.
3. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4901)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As announced in the Education Bureau Circular No.8/2018, a Supply Teacher Grant will be provided for kindergartens with teachers pursuing further studies to employ supply teachers starting from the 2018/19 school year. In this connection, please provide the following information based on up-to-date statistics from the Education Bureau (EDB) :

a. the number of applications for Supply Teacher Grant received so far and the number of schools involved;

b. the number of applications approved so far and the number of schools involved;

c. the average number of days required to process an application (from receipt of application to disbursement of grant);

d. the average amount of grant approved per case;

e. the total amount of grant approved so far;

f. the usual reasons for rejecting applications (if any); and

g. whether EDB has any plan to relax the application criteria so that schools with teachers attending single-day courses are also eligible for the grant? If yes, please provide the implementation timetable and details. If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 155)

Reply:

Starting from the 2018/19 school year, the Education Bureau (EDB) provides kindergartens (KGs) joining the kindergarten education scheme (the Scheme) with a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised training courses provided by EDB on catering for students with developmental needs and on supporting non-Chinese speaking (NCS) students. The information on the grant is set out as follows:

(a), (b), (d), (e) and (f)
As at the end of February 2019, 67 applications from 57 KGs have been received. 51 of these applications have been approved, involving 42 KGs; the remaining 16 applications are being processed. The total amount of grant approved is around $210,000 (i.e. around $4,130 per case) and no applications have been rejected.

(c)
For processing the application, KGs are required to submit relevant information, including documents about the course attended by the teacher and the qualifications of the supply teacher. The grant will only be disbursed after the institution/course provider has confirmed that the teacher concerned has attended the course at the specified period and the KG has submitted the salary payment receipt signed by the supply teacher. Some KGs may apply for the grant as soon as they have been informed of a teacher's participation in a relevant course while others may do so after the teacher concerned has completed the course and the supply teacher has signed the salary payment receipt. It is, therefore, inappropriate for us to calculate the application processing time based on the timing of receiving the application. In general, approval letter will be issued once the information has been verified.

(g)
Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate KGs joining the Scheme in arranging teachers to attend specified recognised training courses on catering for students with developmental needs and on supporting NCS students. KGs may apply for the grant if a teacher of their schools has attended the specified recognised courses provided by EDB for 3 or more consecutive days. On the other hand, element of supply teachers for releasing teachers to attend training has been included in the basic unit subsidy. If the duration of the course is less than 3 consecutive days, KGs may deploy their own resources as appropriate to employ supply teachers. Besides, the teacher to pupil ratio has been enhanced from 1:15 (including the principal) to 1:11 (principal not included) under the Scheme. While KGs have the flexibility to maintain their usual arrangements in learning and teaching activities, they may flexibly deploy human resources to allow teachers to participate in various professional development activities. Given the above considerations, we have no plan to relax the eligibility for the supply teacher grant to cover relevant courses that last for less than 3 days.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4902)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the following information by school district for the past 5 school years:

1. the average class size of public sector primary schools in each district and the average class size of public sector primary schools in the territory;

2. the average class size of public sector secondary schools in each district and the average class size of public sector secondary schools in the territory;

3. the number of public sector primary schools in each district with an average Primary 1 class size of over 25 students, below 25 students and equal to 25 students; and

4. the estimated number of public sector secondary schools in each district to be allocated with additional Secondary 1 students in the 2019-20 school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 156)

Reply:

1. The average class size of public sector primary schools in each district and the average class size of public sector primary schools in the territory are tabulated at Appendix 1.

2. The average class size of public sector secondary schools in each district and the average class size of public sector secondary schools in the territory are tabulated at Appendix 2.

3. The number of public sector primary schools in each district with average Primary 1 class size of over 25 students, below 25 students and equal to 25 students is tabulated at Appendix 3.

4. According to the projection of Secondary 1 (S1) school-age population, the population of S1 students has started to rebound from the 2017/18 school year. To address the projected increase in the demand for S1 school places, the Education Bureau (EDB) and the sector have met and reached a consensus in October 2017 on the framework of direction and strategies for tackling the issue, i.e. adopting the established arrangements under the Secondary School Places Allocation (SSPA) System, progressively reverting the allocation class size to 34 upon the rebound of the S1 student population ("place reinstating") as pledged by the sector prior to the implementation of the targeted relief measures, and increasing the number of S1 classes in these districts with a shortfall in school places after adopting the netting arrangements and "place reinstating". Regarding the arrangements for SSPA 2019, the EDB has met with the sector in October 2018 according to the latest projection and the framework of strategies previously agreed. Both parties agreed that the anticipated demand for S1 places would be coped with through the established netting arrangements, complemented by an across-the-board "place reinstating" by one school place and operating 35 additional S1 classes in North, Tai Po, Yuen Long and Sha Tin districts. The number of public sector secondary schools with "place reinstating" by one school place is tabulated at Appendix 4.

Average class size of public sector primary schools from the 2014/15 to 2018/19 school years

District	2014/15	2015/16	2016/17	2017/18	2018/19
Central & Western	26.8	27.0	27.3	27.3	27.6
Wan Chai	27.3	27.3	26.5	26.5	26.2
Eastern	26.2	26.3	27.0	27.1	27.5
Southern	24.7	24.8	24.8	24.5	24.2
Yau Tsim Mong	28.6	28.3	28.0	27.9	28.1
Sham Shui Po	28.9	28.6	28.6	29.2	29.4
Kowloon City	27.5	27.4	27.7	28.0	28.3
Wong Tai Sin	25.7	25.6	25.3	25.5	25.3
Kwun Tong	27.1	26.9	27.2	27.4	27.9
Sai Kung	23.8	23.9	24.0	24.0	24.0
Sha Tin	26.9	26.9	27.2	27.8	28.3
Tai Po	26.7	27.9	29.3	30.6	30.7
North	28.9	28.9	29.4	29.8	29.6
Yuen Long	26.0	26.2	26.6	26.9	27.1
Tuen Mun	25.4	25.4	25.7	25.8	26.5
Tsuen Wan	28.1	28.2	28.3	28.4	28.8
Kwai Tsing	26.3	26.4	26.6	26.8	26.8
Islands	22.5	22.2	22.2	22.2	23.0
All districts	26.6	26.7	26.9	27.2	27.4

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

Average class size of public sector secondary schools from the 2014/15 to 2018/19 school years

District	2014/15	2015/16	2016/17	2017/18	2018/19
Central & Western	31.3	30.3	29.7	29.0	28.6
Wan Chai	30.4	29.8	28.6	28.0	27.5
Eastern	28.8	27.4	26.7	26.1	25.8
Southern	26.5	25.5	24.8	24.0	23.5
Yau Tsim Mong	30.6	29.4	28.8	27.9	27.3
Sham Shui Po	31.7	30.4	30.1	30.1	29.7
Kowloon City	30.3	29.2	28.5	28.3	28.0
Wong Tai Sin	30.0	29.1	28.5	28.0	27.4
Kwun Tong	31.5	30.2	29.4	28.8	28.4
Sai Kung	30.1	28.9	27.8	27.2	26.7
Sha Tin	29.2	27.8	27.0	26.6	26.1
Tai Po	29.0	27.9	27.6	27.3	27.0
North	30.9	30.1	29.5	29.3	29.0
Yuen Long	30.2	28.8	28.4	28.2	27.9
Tuen Mun	28.6	27.0	26.0	25.6	25.4
Tsuen Wan	31.9	30.6	29.8	29.5	29.0
Kwai Tsing	30.7	29.7	29.1	28.4	27.9
Islands	28.8	27.5	26.3	25.6	24.8
All districts	30.0	28.8	28.1	27.7	27.3

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

Number of public sector primary schools by average Primary 1 class size from the 2014/15 to 2018/19 school years

2014/15 school year

District	Average Primary 1 class size			All public sector primary schools
	Over 25 students	Below 25 students	Equal to 25 students	
Central & Western	9	6	1	16
Wan Chai	11	3	1	15
Eastern	17	8	1	26
Southern	4	7	0	11
Yau Tsim Mong	10	10	0	20
Sham Shui Po	13	7	1	21
Kowloon City	23	8	0	31
Wong Tai Sin	15	13	0	28
Kwun Tong	25	7	0	32
Sai Kung	10	10	2	22
Sha Tin	25	12	1	38
Tai Po	18	0	0	18
North	26	2	0	28
Yuen Long	28	15	2	45
Tuen Mun	18	16	0	34
Tsuen Wan	17	4	0	21
Kwai Tsing	13	14	3	30
Islands	6	9	1	16
All districts	288	151	13	452

2015/16 school year

District	Average Primary 1 class size			All public sector primary schools
	Over 25 students	Below 25 students	Equal to 25 students	
Central & Western	9	6	1	16
Wan Chai	10	5	0	15
Eastern	15	11	0	26
Southern	3	8	0	11
Yau Tsim Mong	11	9	0	20
Sham Shui Po	14	6	1	21
Kowloon City	22	9	0	31
Wong Tai Sin	15	12	0	27
Kwun Tong	23	10	1	34
Sai Kung	6	15	1	22
Sha Tin	27	10	1	38
Tai Po	18	0	0	18
North	26	1	1	28
Yuen Long	30	13	3	46
Tuen Mun	24	10	0	34
Tsuen Wan	15	4	2	21
Kwai Tsing	18	12	0	30
Islands	3	13	0	16
All districts	289	154	11	454

2016/17 school year

District	Average Primary 1 class size			All public sector primary schools
	Over 25 students	Below 25 students	Equal to 25 students	
Central & Western	10	5	1	16
Wan Chai	8	7	0	15
Eastern	19	6	0	26
Southern	4	7	0	11
Yau Tsim Mong	12	7	1	20
Sham Shui Po	14	6	1	21
Kowloon City	28	4	0	33
Wong Tai Sin	10	15	0	25
Kwun Tong	23	9	2	34
Sai Kung	7	14	1	22
Sha Tin	29	6	3	38
Tai Po	18	0	0	18
North	28	0	0	28
Yuen Long	38	7	1	46
Tuen Mun	29	5	0	34
Tsuen Wan	15	5	1	21
Kwai Tsing	15	14	1	30
Islands	3	13	0	16
All districts	310	130	12	454

2017/18 school year

District	Average Primary 1 class size			All public sector primary schools
	Over 25 students	Below 25 students	Equal to 25 students	
Central & Western	13	3	0	16
Wan Chai	10	5	0	15
Eastern	19	6	0	26
Southern	5	6	0	11
Yau Tsim Mong	12	7	1	20
Sham Shui Po	16	5	0	21
Kowloon City	27	4	1	33
Wong Tai Sin	15	10	0	25
Kwun Tong	29	5	0	34
Sai Kung	11	11	0	22
Sha Tin	29	7	2	38
Tai Po	17	1	0	18
North	28	0	0	28
Yuen Long	38	8	0	46
Tuen Mun	27	6	1	34
Tsuen Wan	17	4	0	21
Kwai Tsing	20	10	0	30
Islands	3	13	0	16
All districts	336	111	5	454

2018/19 school year

District	Average Primary 1 class size			All public sector primary schools
	Over 25 students	Below 25 students	Equal to 25 students	
Central & Western	15	1	0	16
Wan Chai	8	7	0	15
Eastern	19	5	1	26
Southern	5	6	0	11
Yau Tsim Mong	17	3	0	20
Sham Shui Po	15	6	0	21
Kowloon City	27	5	0	33
Wong Tai Sin	14	11	0	25
Kwun Tong	31	3	0	34
Sai Kung	13	9	0	22
Sha Tin	33	5	1	39
Tai Po	17	2	0	19
North	25	3	0	28
Yuen Long	30	11	5	46
Tuen Mun	28	6	0	34
Tsuen Wan	18	3	0	21
Kwai Tsing	18	11	1	30
Islands	7	9	0	16
All districts	340	106	8	456

Notes: (1) Figures do not include special schools.
(2) Figures refer to the position as at September of the respective school year.
(3) Two aided primary schools did not operate any Primary 1 class from the 2016/17 to 2018/19 school years.

Number of public sector secondary schools with "place reinstating" by one school place under the Secondary School Places Allocation System 2019

District	No. of schools
Central & Western	6
Wan Chai	10
Eastern	22
Southern	12
Yau Tsim Mong	12
Sham Shui Po	16
Kowloon City	24
Wong Tai Sin	22
Kwun Tong	26
Kwai Tsing	31
Tsuen Wan	12
Tuen Mun	37
Yuen Long	30
North	19
Tai Po	18
Sha Tin	37
Sai Kung	17
Islands	7
Total	358

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4904)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the operation of the Hong Kong Teachers' Centre (HKTC), please set out the projects for which funding applications were received, approved and denied respectively by the HKTC in the past 5 years, with a breakdown by year, applicant body and the amount of grant approved. What are the reasons for denying funding applications?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 158)

Reply:

Hong Kong Teachers' Centre (HKTC) has, at present, more than 100 member organisations coming from different educational bodies. The daily operations of HKTC are taken up by the Advisory Management Committee, elected by all members, and its Standing Committee. HKTC accepts applications for Activities Grant all year round, with its Standing Committee to evaluate applications received in accordance with the established mechanism.

Projects under application submitted to HKTC by educational bodies and the amounts of grant awarded in the past 5 financial years are tabulated below. No applications were denied.

2013-14 Financial Year

	Applicant Body	Project	Amount of Grant Approved
1.	Education Convergence Education Foundation Limited	Induction Course for New Teachers 2013	$63,000
2.	The Chinese University of Hong Kong Faculty/School of Education Alumni Association	Educational Research Award Scheme Reports 2013/14	$99,500
3.	The Hong Kong Primary Education Research Association	Conference on Curriculum Development and Teaching 2014	$62,000
4.	National Education Association	世界潮人之都──潮汕歷史文化探索之旅	$79,000
5.	Hong Kong Society of Small Class Teaching	優質小班教育經驗研究、出版和發佈計劃	$63,300
6.	Hong Kong Federation of Education Workers	國家現狀與發展	$70,480
7.	The Hong Kong Professional Development Association of the Chinese Language Education	加強小學中文科科主任質素保證能力── 觀課與評課	$57,500
		Total:	**$494,780**

2014-15 Financial Year

	Applicant Body	Project	Amount of Grant Approved
1.	Hong Kong Council for Educational Administration	Induction Course for New Teachers 2014	$58,400
2.	The Hong Kong Primary Education Research Association	Educational Research Award Scheme Reports 2014/15	$99,500
3.	Chinese History Education Society	Conference on Curriculum Development and Teaching 2015	$62,000
4.	NTW LS Profession Network	合作學習理念下的班級經營	$1,300
5.	Hong Kong Federation of Education Workers	一國兩制在香港的實踐	$70,750
		Total:	**$291,950**

2015-16 Financial Year

	Applicant Body	Project	Amount of Grant Approved
1.	Chinese History Education Society	Educational Research Award Scheme Reports 2015/16	$99,500
2.	Hong Kong Association of Deputy Principals	Conference on Curriculum Development and Teaching 2016	$62,000
3.	Hong Kong Federation of Education Workers	鑑古知今：支援教師推行歷史教育	$76,100
4.	Chief Executive's Award for Teaching Excellence Teachers Association	透過設計學習活動提升初中歷史科學與教計劃	$84,780
5.	Hong Kong Society for Education in Art Limited	「給學生創意思考的空間」教材發佈會	$14,400
		Total:	**$336,780**

2016-17 Financial Year

	Applicant Body	Project	Amount of Grant Approved
1.	Hong Kong Putonghua Professionals Association	從甲骨文看中國語言文字的發展與傳承	$2,120
2.	The Graduate Association of Colleges of Education Limited	伴行計劃 2016年度	$15,000
3.	Gifted Education Council	Educational Research Award Scheme Reports 2016/17	$99,500
4.	Hong Kong Teachers' Association	Conference on Curriculum Development and Teaching 2017	$62,000
5.	Hong Kong Federation of Education Workers	香港社會廿年來發展多面睇	$99,950
6.	The Hong Kong Association of Curriculum Development and Leadership	活用資訊科技於教與學（系列）	$7,950
		Total:	**$286,520**

2017-18 Financial Year

	Applicant Body	Project	Amount of Grant Approved
1.	Hong Kong Society for Education in Art Limited	香港STEAM教師培訓課程	$15,000
2.	Hong Kong Putonghua Professionals Association	全新普通話學習無障礙通道 - 全羅馬化拼音方案	$800
3.	The Chinese Language Society of Hong Kong Limited	Conference on Curriculum Development and Teaching 2018	$54,000
4.	The Chinese University of Hong Kong Faculty/School of Education Alumni Association	Educational Research Award Scheme Reports 2017/18	$99,500
		Total:	**$169,300**

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4905)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Among the kindergartens under the kindergarten education scheme (Scheme), how many kindergartens need to pay market rent but are entitled to less subsidy under the Rental Subsidy Scheme as compared to the subsidy received under Rent Reimbursement Scheme, and enjoy a grace period of up to 4 years? During the grace period, what is the number of kindergartens that opt for rental subsidy under "dual" caps at 50% of the market rent as assessed by the Rating and Valuation Department, or 15% of the basic half-day unit subsidy for all eligible students under the Scheme, whichever is lower?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 159)

Reply:

We have implemented the new kindergarten education scheme (Scheme) starting from the 2017/18 school year. Among the kindergartens under the Scheme, 30 need to pay market rent but are entitled to less subsidy than that under the Rent Reimbursement Scheme in the 2016/17 school year. These kindergartens may enjoy a grace period of up to 4 years starting from the 2017/18 school year to migrate to the new rental subsidy arrangements. In the 2017/18 or 2018/19 school year, none of these kindergartens opt for rental subsidy under "dual" caps at 50% of the market rent as assessed by the Rating and Valuation Department, or 15% of the basic half-day unit subsidy for all eligible students under the Scheme, whichever is lower.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4907)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Web-based School Administration and Management System (WebSAMS) provided by the Education Bureau (EDB), please inform this Committee of the following:

a. The rollout date of the latest version of WebSAMS;

b. The computer operating systems and web browsers supported by the latest version of WebSAMS; and

c. Are there plans to keep updating WebSAMS? If yes, when is the next update due and what will be the expenditure involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 161)

Reply:

a. The Web-based School Administration and Management System (WebSAMS) is a web-based application system developed by the Education Bureau (EDB) to assist public sector and Direct Subsidy Scheme schools in their administration and management work. The latest version is WebSAMS 3.0, which was launched in 2014.

b. The operation of WebSAMS 3.0 requires Windows Server 2012 R2 and is compatible with workstation operating systems Windows 7, Windows 8.1 and Windows 10. For web browsers, WebSAMS supports Internet Explorer 11. We are currently upgrading the application programs of WebSAMS to ensure better support for Chrome. The enhanced functions will be released by phases by the end of 2019.

c. The EDB has been continually upgrading and enhancing the functions of WebSAMS. Apart from regularly updating the hardware and system software to increase the data processing capacity, new functions and modules are introduced from time to time. Examples include the brand new "Standalone Timetabling Tool" for greater efficiency and flexibility in timetable generation and the new module "School Activities Management" rolled out in February this year for more effective process management of school activities.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 5338)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has been providing 12-year free education (i.e. Primary 1 to Secondary 6) to all special school students since the 2009/10 school year. It has also pledged to arrange the related conversion works for special schools.

(1) How many special schools have yet to have the related conversion works completed? What are the reasons for the delay?

(2) Please indicate the status of the works projects, specifying, for example, whether the works are yet to commence, under design, tendering or construction stage, and their expected completion dates.

(3) How many nurses, physiotherapists, occupational therapists, speech therapists and educational psychologists are there in the nursing and allied health staff establishment in the 2017/18 and 2018/19 school years? What are the estimated numbers for the 2019/20 school year? How many of the above posts are vacant? What are the ranks involved?

(4) In the 2017/18 and 2018/19 school years, how many nursing and allied health posts were frozen due to recruitment difficulties and encashed for recruiting temporary staff? What were the expenditures involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 168)

Reply:

(1) & (2)

To cater for the implementation of the New Senior Secondary (NSS) academic structure and the "improvement measures on extension of years of study" in special schools, the Education Bureau (EDB) has been providing additional classrooms and/or related facilities for relevant schools by phases. Having regard to the actual situation and operational needs of individual schools and by liaising and discussing with the schools concerned, the EDB has worked out the scopes of the improvement works and details of implementing the works projects. As at February 2019, a total of 18 improvement works projects for special schools have been completed, while another 23[1] are proceeding at different stages[2]. The progress of relevant works projects is as follows:

Stage	Number of Works Projects
(1) Feasibility Study	2
(2) Conceptual Design	5
(3) Detailed Design	10
(4) Tendering	3
(5) Construction and Handover	3

The time taken to complete the works project depends on a basket of factors, including the scope of the works, whether it involves complicated issues such as lease modification, the progress of technical works and design, and the allocation of resources, etc. The EDB and the works consultant will continue to maintain close liaison and communication with the schools concerned, and complete the remaining works projects as soon as practicable.

(3) and (4)

In the 2017/18 and 2018/19 school years, the establishment of nurses, educational psychologists, speech therapists, physiotherapists and occupational therapists in special schools are tabulated below. As the calculation of the specialist staff establishment is based on the actual number of classes being operated and the number of school places, we are unable to provide the relevant figures for the 2019/20 school year at this stage.

Rank of Specialist Staff	2017/18 School Year	2018/19 School Year
Nurse[Note1]	53	104
Physiotherapist [Note2]	59	60
Occupational Therapist [Note3]	98	99
Speech Therapist	155.5	159.5
Educational Psychologist	19	19

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1 3 of the 23 works project are capital works projects exceeding $30 million and funding approval has been granted by the Finance Committee of the Legislative Council for 1 of them.

2 In general, a school building project involves 6 stages, namely (1) feasibility study; (2) conceptual design; (3) detailed design; (4) tendering; (5) construction and handover and (6) post-handover maintenance.

Note:

1. The EDB has enhanced the establishment of school nurse in special schools in the 2018/19 school year, 1 additional school nurse is provided for schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the provision of school nurses has been expanded to cover the school for children with visual impairment and the school for children with hearing impairment, so that these schools each have a school nurse to strengthen their support for students with care needs.

2. The ranks of physiotherapist include Senior Physiotherapist, Physiotherapist I and Physiotherapist II.

3. The ranks of occupational therapist include Senior Occupational Therapist, Occupational Therapist I and Occupational Therapist II.

The total number of vacancies among the abovementioned specialist staff in the 2017/18 and 2018/19 school years were both around 84. Most of them are physiotherapist and occupational therapist posts. Special schools may opt to freeze some of their vacant specialist staff posts and encash for recruiting temporary staff or hiring related service. In the 2017/18 and 2018/19 school years, the numbers of posts frozen by special schools for encashment to provide related services were 62.4 and 60.9 respectively, involving an expenditure of around $31 million and $30 million.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 5342)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What are the reasons for creating an estimated 194 non-directorate posts in 2019-20? Please set out in detail the number, rank, salary and duties of each post, as well as the expenditure involved.

2. What are the reasons for creating an estimated 5 directorate posts in 2019-20? Please set out in detail the number, rank, salary and duties of each post, as well as the expenditure involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 172)

Reply:

1. The increase of 194 non-directorate posts in the Education Bureau (EDB) in 2019-20 is the net result of the planned creation of 990 posts and planned deletion of 796 posts. The breakdown of the above posts by rank and annual salary is as follows –

Rank	**Posts to be created**	**Annual Salary [Note] ($million)**
Senior Education Officer (Administration)	2	2.89
Education Officer (Administration)	3	3.22
Assistant Education Officer (Administration)	7	4.68
Principal Inspector	1	1.45
Senior Inspector	4	4.67
Inspector (Graduate)	5	4.70
Assistant Inspector (Graduate)	13	9.10
Specialist (Education Services) I	5	5.37

Specialist (Education Services) II	2	1.40
Speech Therapist	10	6.10
Education Officer	125	117.57
Assistant Education Officer	142	86.61
Primary School Master/Mistress	115	92.38
Assistant Primary School Master/Mistress	470	249.99
Senior Architect	1	1.45
Architect	1	0.78
Senior Maintenance Surveyor	1	1.45
Maintenance Surveyor	3	2.95
Structural Engineer	1	0.78
Building Services Engineer	1	0.78
Quantity Surveyor	1	0.78
Building Services Inspector	5	3.50
Clerk of Works	7	4.90
Assistant Clerk of Works	2	0.88
Senior Survey Officer	1	0.61
Senior Technical Officer	1	0.61
Chief Executive Officer	2	2.89
Senior Executive Officer	3	3.22
Executive Officer I	2	1.53
Executive Officer II	3	1.52
Accounting Officer II	1	0.49
Personal Secretary I	3	1.32
Personal Secretary II	3	0.82
Clerical Officer	2	0.88
Assistant Clerical Officer	3	0.82
Clerical Assistant	2	0.43
Workman II	37	6.30
Sub-total (A):	**990**	

Rank	**Posts to be deleted**	**Annual Salary** [Note] **($million)**
Senior Education Officer (Administration)	-1	1.45
Education Officer (Administration)	-2	2.15
Assistant Education Officer (Administration)	-3	2.01
Inspector (Graduate)	-2	1.88
Assistant Inspector (Graduate)	-3	2.10
Assistant Education Officer	-37	22.57
Assistant Primary School Master/Mistress	-34	18.08
Senior Assistant Master/Mistress	-33	26.51
Assistant Master/Mistress	-136	86.81
Certificated Master/Mistress	-530	233.19
Senior Architect	-1	1.45

Architect	-1	0.78
Structural Engineer	-1	0.78
Building Services Engineer	-1	0.78
Quantity Surveyor	-1	0.78
Building Services Inspector	-1	0.70
Clerk of Works	-1	0.70
Senior Survey Officer	-1	0.61
Senior Technical Officer	-1	0.61
Senior Maintenance Surveyor	-1	1.45
Maintenance Surveyor	-1	0.98
Senior Executive Officer	-1	1.07
Executive Officer II	-1	0.51
Personal Secretary I	-1	0.44
Assistant Clerical Officer	-1	0.27
Sub-total (B):	**-796**	
Net Total [(A)+(B)]:	**194**	

The 194 net additional posts are mainly for enhancing the provision of services in various areas, which include implementing the all-graduate teaching force policy in public sector schools, strengthening support measures for integrated education and replacing long-term non-civil service contract positions.

2. The increase of 5 directorate posts in the EDB in 2019-20 is the net result of the planned creation of 6 posts and planned deletion of 1 post. The breakdown of the above posts by rank and annual salary is as follows –

Rank	**Posts to be created**	**Annual Salary** [Note] **($million)**
Assistant Director of Education	3	6.54
Principal Education Officer	3	5.51
Sub-total (A):	**6**	

Rank	**Posts to be deleted**	**Annual Salary** [Note] **($million)**
Assistant Director of Education	-1	2.18
Sub-total (B):	**-1**	
Net Total [(A)+(B)]:	**5**	

The 5 net additional posts are mainly for strengthening the directorate establishment of the EDB for steering and leading the formulation of strategies/measures, planning and preparation as well as the smooth implementation of various policies.

Note: Notional Annual Mid-point Salary (NAMS) is used for calculating the annual salaries of the civil service posts.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5343)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective number of students with special educational needs studying at each grade level in kindergartens, primary schools, secondary schools and special schools by Education Bureau school district in the territory in the school years from 2015/16 to 2018/19. What are the categories covered?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 175)

Reply:

As support services for children with special needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau (EDB) does not maintain information on students with special needs at kindergarten levels.

As the provision of support services for students with special educational needs (SEN) does not have relationship with the district in which they live, we are unable to provide the number of students with SEN by districts in the territory. From the 2015/16 to 2018/19 school years, the respective number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and by SEN type is set out at Appendix 1. With increased awareness of SEN among schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years. From the 2015/16 to 2018/19 school years, the number of students studying in special schools is set out at Appendix 2. It is a common practice for special schools to adopt flexible groupings across grade levels and devise individual education plans to cater for the SEN of the students, therefore, presenting the number of students by grade level cannot reflect the actual operation in special schools.

**Number of students with special educational needs (SEN)
studying in public sector mainstream primary and secondary schools by grade level and by SEN type
from the 2015/16 to 2018/19 school years** (Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61

Speech and Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of student to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.
2. The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

Number of students studying in special schools from the 2015/16 to 2018/19 school years (Notes 1 & 2)

School Year	School Type						
	Visual Impairment	Hearing Impairment	Physical Disability	Mild Intellectual Disability (Note 3)	Moderate Intellectual Disability (Note 3)	Severe Intellectual Disability (Note 4)	Schools for Social Development
2015/16	125	87	915	3 049	1 879	679	600
2016/17	123	89	883	3 103	1 911	687	553
2017/18	112	84	877	3 154	1 992	699	594
2018/19	110	64	907	3 218	2 040	706	614

Notes:

1. Figures show the position as at September of the respective school years.
2. Students from the Hospital School are not included due to the transitional nature of the education service provided.
3. The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of schools for children with MiID and MoID (7 schools in the 2015/16 school year and 5 schools starting from the 2016/17 school year).
4. 1 school for children with severe intellectual disability operates classes for children with MoID on a pilot basis starting from the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5344)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2019/20 school year, the Education Bureau will create school-based speech therapist posts in schools. Please provide a breakdown of the following figures by primary school, secondary school and special school:

(1) What is the number of speech therapists in the territory?
(2) How many schools have responded that they would apply for school-based speech therapy service in the next school year? What is the percentage out of the total number of schools by their respective school type?
(3) What are the number, remuneration package and qualification requirements of the related posts in the next school year and the estimated annual expenditure involved?
(4) What counts as recognised qualification of school-based speech therapists?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 90)

Reply:

(1)
The Department of Health conducts Health Manpower Surveys (HMS) on a regular basis to obtain up-to-date information on the characteristics and employment status of the healthcare personnel practising in Hong Kong. According to the latest 2014 HMS on the 16 types of healthcare personnel included in the health services functional constituency, a total of 641 speech therapists (STs) were employed by the covered institutions.

At present, STs are not subject to statutory registration of medical professionals. In April 2018, a full accreditation status has been granted to the Hong Kong Institute of Speech Therapists under the Pilot Accredited Registers Scheme for Healthcare Professions, authorising the institute as the accredited healthcare professional body responsible for

administering a register for the ST profession. As at December 2018, there are 150 voluntarily registered STs on the register.

In addition, local universities offer undergraduate and master programmes in training STs every year. According to the information we gathered from these universities, there were 90, 115 and 108 ST graduates from these courses respectively in the past 3 years (that is, from 2016 to 2018).

(2)
Starting from the 2019/20 school year, the Education Bureau (EDB) will implement the Enhanced School-based Speech Therapy Service (SBSTS) to create school-based speech therapist (SBST) posts in public sector mainstream primary and secondary schools by phases in 3 years. More than 400, that is, around 50% of the public sector mainstream primary and secondary schools, have informed the EDB in writing of their intention to implement the Enhanced SBSTS in the 2019/20 school year.

(3)
In the 2019/20 school year, more than 200 schools will implement the Enhanced SBSTS and most of them will form a cluster of two schools to employ SBSTs. It is estimated that over 100 SBST posts are needed to be created. The SBSTs, remunerated at Master Pay Scale Points 16 to 33, should have a degree in Speech and Hearing Sciences awarded by a local university or equivalent. Upon the full implementation of the Enhanced SBSTS, the estimated recurrent annual expenditure is about $320 million.

(4)
Regarding the calculation of recognized experience and salary for SBSTs in aided schools, the schools and the EDB will make assessment and verification in accordance with the requirements and principles stipulated in the Codes of Aid and the Guide to Salary Assessment for Aided Schools. In general, for SBSTs who were previously employed by public sector schools (including Salaries Grant and non-Salaries Grant), schools under the Direct Subsidy Scheme, subvented non-governmental organisations or hospitals under the Hospital Authority, and perform duties as a ST, their relevant work experience would be considered for counting for incremental credits upon verification. The SBST posts created in government schools are within the civil service establishment and the EDB is responsible for the appointment matters. The EDB issued a circular to inform schools of the above measures in April this year for them to follow up.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5345)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It was announced in last year's Budget that the Government would invite the Quality Education Fund (QEF) Steering Committee to allocate $3 billion to roll out a dedicated funding programme for application by publicly-funded schools for launching school-based curriculum development and student support measures, carrying out relevant school improvement works and procuring supplies. Please provide the following information, with a breakdown by primary school, secondary school, kindergarten and special school:

1. What is the amount of funding earmarked by the QEF each year?

2. What is the number of school applications received? What is the number of projects involved?

3. What is the number of schools receiving funding? What are the number of projects and amount of funding involved?

4. What are the details and types of the projects applying for funding?

5. What are the projects that have been rejected?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 107)

Reply:

To further support students' learning, enhance the quality of school education and promote quality school education, the Quality Education Fund (QEF) has, on a recommendation made by the Government in the 2018-19 Budget, set aside $3 billion for the implementation of the Dedicated Funding Programme for Publicly-funded Schools (the Programme) for 4 school years starting from the 2018/19 school year. Schools may apply for funding to launch school-based curriculum development and/or student support measures. The first call for submission of application of the Programme was made from July to September 2018. Excluding the applications withdrawn by some of the schools, 129, 126, 11 and 27 applications were made by secondary schools, primary schools, special schools and kindergartens respectively as at February 2019, totaling 293 applications. The applications are related to school-based curriculum development and/or student support measures. 75 secondary schools, 75 primary schools, 6 special schools and 14 kindergartens have been approved with 98, 85, 9 and 15 applications respectively, totaling 207 applications, with respective funding amount of about $68.1 million, $67.6 million, $4.2 million and $4.5 million. A small number of applications were rejected as they were not in line with the funding ambit of the Programme or the direction of education policies. As for the remaining applications that require further follow-up actions, the QEF will, upon receipt of relevant information from the schools, accord priority to the handling of such applications so that schools could obtain funding as soon as possible to take forward the project activities.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5348)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Mandatory Window Inspection Scheme and Mandatory Building Inspection Scheme have been fully implemented since 30 June 2012. In this connection, please provide the following information with a breakdown by primary, secondary and special schools:

The number of schools required to carry out window inspection in each school year; the age of the school premises concerned, and the expenditure involved; and
The number of schools required to carry out building inspection in each school year; the age of the school premises concerned, and the expenditure involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 125)

Reply:

Under the Mandatory Building Inspection Scheme (MBIS) and Mandatory Window Inspection Scheme (MWIS), the Buildings Department or the Independent Checking Unit of the Transport and Housing Bureau (applicable to buildings in housing estates under the management of the Housing Department) will issue statutory notices (SNs) requiring various types of buildings, including schools, to carry out building (for those aged over 30 years) or window (for those aged over 10 years) inspections. Under the existing mechanism, aided schools may apply for the Education Bureau's (EDB) MBIS/MWIS Subsidy upon receipt of the SNs in order to appoint registered inspectors or qualified persons to carry out the inspections and registered contractors to carry out the necessary repair works. SNs do not specify the age of the premises, nor have we required the school submitting applications related to works under SNs to provide premises' age either, we do not have the information as requested. As at February 2019, the EDB has approved a total of 150 applications from 130 schools (note), involving a total approved estimate of subsidy of around $54 million. The details are as follows:-

Financial Year	Number of Approved Applications	Approved Estimate of Subsidy ($million)
2014-15	19	3.9
2015-16	31	7.4
2016-17	43	16.9
2017-18	34	9.9
2018-19	23	16.1
Total	150	54.2

As regards Direct Subsidy Scheme schools, they may apply for non-recurrent subventions through the annual major repairs mechanism if the estimated cost of the repair works is over $2 million.

(Note): As schools may submit separate applications under the MBIS and MWIS, the number of approved applications is more than the number of schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5349)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (900) Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. The Financial Secretary pledged in 2017 that sufficient provision would be earmarked for improving school environment. What is the Government's annual financial commitment in this regard? How many primary, secondary and special schools will carry out improvement works every year? What are the details of the improvement works?

2. Please provide information on 5 improvement works items that the Education Bureau has carried out for 22 matchbox-style school premises using the table below:

Works item	Number of schools that have undergone the improvement works	Expenditure involved
Installing soundproof doors and double-glazed window system in classrooms		
Installing a ventilation system along internal corridors		
Installing openable windows at the grille walls at staircase landings		
Installing acoustic panel wall system with metal frame for internal partitions of classrooms		
Installing moveable partitions on both sides of covered playgrounds and a ventilation system		

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 126)

Reply:

1. Over the years, the Education Bureau (EDB) has implemented various measures to enhance school facilities having regard to the circumstances of individual schools. Among these measures, the EDB assists aided schools in handling relatively larger scale or more complicated repair and improvement works of school premises under the annual Major Repairs exercise, including appointing consultants and contractors to assist aided schools in handling repair works with an estimated project cost over $3,000 for primary and special schools, or over $8,000 for secondary schools; and carrying out emergency repair works of school facilities at the request of aided schools under the Emergency Repairs mechanism. In this connection, the EDB has reserved around $1,200 million under Head 156 Subhead 900 as non-recurrent subvention for carrying out the related repair works in both the 2018-19 and 2019-20 financial years, which represents a significant increase of over 30% when compared with the estimate for the 2017-18 financial year.

Under the existing Major Repairs mechanism, the EDB will invite applications for annual major repair works from all 840 odd aided schools in April/May. In 2018-19, the EDB has received Major Repairs applications from a total of 821 aided schools and granted approval for these schools to carry out all or some of the items covered by their applications, including replacing/renovating facilities, re-painting, repaving, replacing of waterproof layer, rewiring etc. When necessary, aided schools may also apply for non-recurrent subvention under the Emergency Repairs mechanism to carry out emergency repair works all year round.

2. Based on the consensus reached earlier with the school sector, the EDB has been carrying out 5 improvement works for 24 primary schools operating in "matchbox-style school premises" since the 2017 summer break, with a focus on addressing the unique architectural design features of these premises. According to the consultants, the estimated cost for these 5 improvement works is around $10 million. Since the school premises conditions and needs of these 24 schools vary, the scope of improvement works, and hence the expenditures and work schedules for individual schools would also differ. We have been maintaining close liaison and communication with the schools concerned on the items and details of the improvements works, in a bid to accommodate the needs of the schools. As at March 2019, the number of schools that have confirmed the commencement of the 5 improvement works is as follows:

Improvement works	No. of schools having confirmed commencement of works
Installing soundproof doors and double-glazed windows in classrooms	23
Installing a ventilation system along internal corridors	24
Installing openable windows at the grille walls at staircase landings	15
Installing acoustic panel wall system with metal frame for internal partitions of classrooms	18
Installing moveable partitions on both sides of covered playgrounds and a ventilation system	21

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5350)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the status, future planning and use of vacant school premises (VSP), please provide the following information:

1. using the table below, please list the details of vacant kindergartens, primary schools and secondary schools, including school name, detailed school address, site area of school premises, year in which the school ceased operation, the VSP that have been reused or reallocated for educational use;

School name	Detailed school address	Site area (m^2)	Year in which the school ceased operation	Reused/Reallocated for educational use

2. the actual and estimated expenditure incurred for the management of these VSP, the number of premises involved and the expenditure items in each of the school years from 2013-14 to 2018-19 and the coming school year. Please specify the government departments managing the VSP;

3. a breakdown of the VSP and new development land already allocated and those available for school application in future by school district;

4. the number of newly-built schools and schools redeveloped, the actual expenditure and the estimated expenditure involved in each of the school years from 2013-14 to 2018-19 and the coming school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 130)

Reply:

(1) and (3) At present, all kindergartens (KGs) in Hong Kong are privately run. KGs generally operate in premises identified in the private market on their own, premises owned by their school sponsoring bodies or estate KG premises. The Education Bureau (EDB) does not compile statistics on vacant KG premises. According to the Hong Kong Housing Authority (HKHA)'s records, there are currently 3 vacant estate KG premises in public housing estates under the HKHA. According to the established arrangement, upon receipt of notification from the Housing Department (HD), the EDB will assess whether a School Allocation Exercise (SAE) for nominating operators for estate KG premises is necessary having regard to the result of the latest demand and supply analysis of KG places in the vicinities of the estate KG premises concerned as well as other related factors. Should the assessment not justify the SAE, the EDB would inform the HKHA for their consideration of whether to put the estate KG premises to other alternative uses. The HKHA may also arrange open rental tender of KG premises at market rent from time to time. In respect of the aforesaid 3 vacant estate KG premises, 2 premises have been recommended for allocation to school sponsoring bodies through the Second SAE 2016, and the HD is taking follow-up actions on the remaining 1 premises. The EDB would handle the matter according to the aforesaid procedures upon receipt of notification from the HD.

In respect of vacant school premises (VSP), it has all along been the EDB's policy objective to put VSP into gainful use. When there is a vacant or to-be-vacant school premises, the EDB will consider factors including the size, location, physical conditions etc. of the relevant premises, and the educational needs and relevant policy initiatives with a view to assessing the VSP's suitability for educational use and whether the premises is needed to be reallocated for school or other educational use.

Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school use, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and HD) for the PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism. According to the mechanism, the EDB is allowed to retain VSP for school use. However, if the EDB intends to use VSP for other educational uses, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2019, there are 10 VSP under the EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by the EDB). Information on these premises is set out in Table (1) below:

Table (1) – 10 VSP under the EDB's purview (position as at end-February 2019)

No.	District	Former School Name	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m^2)
1	Wan Chai	Wanchai School	30 Oi Kwan Road, Wan Chai, Hong Kong	2006/07	2 000
2	Eastern	Hong Kong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2017/18	2 900
3	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Hong Kong	2012/13	6 000
4	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	2009/10	1 900
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.H.K. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700
8	Sham Shui Po	Chi Yun School	19 Kwong Lee Road, Kowloon	2018/19	2 000
9	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Path, Tai Po, New Territories	1999/00	2 400
10	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

Note: "School year in which the school ceased operation" refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

The EDB would take into account a basket of factors and periodically assess the possible educational use of VSP under the EDB's purview. There is a need to earmark/retain some VSP to cater for the anticipated future demand for school places and to allow flexible arrangements required in view of the uncertainty involved. In addition, the EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment; decanting use by schools undergoing in-situ redevelopment or extension works; allocating school premises for operation of international schools, etc. It is therefore inappropriate and impracticable to

impose any fixed target on the length of the vacancy period of a VSP or the number of VSP to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, the EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. In this regard, we circulate the list of VSP within the EDB on a half-yearly basis to invite new and/or updated proposals on educational uses and/or short-term uses (where appropriate). We also circulate, on a half-yearly basis, a list of VSP earmarked for educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

As far as school building sites are concerned, as at March 2019, there are a total of 22 reserved school sites (including primary, secondary and special schools) in the territory having completed the relevant technical feasibility study and the timeframe for school development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as site investigation and school design, are being carried out in accordance with the prevailing procedures. A breakdown of the 22 reserved school sites by districts with their location, site area and planned use, is set out in the Table below. Among them, funding approval for projects on 3 reserved school sites was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2015-16 LegCo Session with the school building works already underway; project on 1 reserved school site was approved in the 2016-17 LegCo Session with the school building works already commenced; project on 1 reserved school site was approved in the 2017-18 LegCo Session with the school building works commenced in 2018. In addition, funding approval for projects on 2 reserved school sites has just been obtained from the current LegCo Session with the school building works about to commence. The projects on another 2 reserved school sites will be submitted to the FC to seek funding approval in the current LegCo Session. For the remaining 13 sites, 4 fall within private development projects or site availability being affected by private development projects, while the rest are being deployed for temporary use, undergoing site formation work or with preliminary works/detailed design for school building project being undertaken in accordance with the existing mechanism and procedures.

Table (2) – Reserved School Sites by District

No.	**District**	**Location**	**Site Area (rounded to the nearest hundred $m^{2)}$**	**Planned use**	**Number of classrooms**	**Allocation status**	**Remarks**
1	Kowloon City	Kai Tak Development	7 500	Secondary School	30	Allocated	(i)
2	Kowloon City	To Kwa Wan	7 700	Secondary School	30	Unallocated	(iii)
3	Kowloon City	Ho Man Tin	7 800	Primary School	24	Unallocated	(iii)
4	Kowloon City	Kowloon Tong	7 700	2 Special Schools	12 and 24 respectively	Unallocated	(iii)
5	Kowloon City	Kai Tak Development	6 100	Primary School	30	Unallocated	(iii)

No.	District	Location	Site Area (rounded to the nearest hundred $m^{2)}$	Planned use	Number of classrooms	Allocation status	Remarks
6	Kwun Tong	Anderson Road	7 500	Secondary School	30	Allocated	(ii)
7	Kwun Tong	Anderson Road	6 500	Primary School	30	Allocated	(i)
8	Kwun Tong	Anderson Road	7 200	Primary School	30	Allocated	(iii)
9	Kwun Tong	Anderson Road	6 800	Primary School	30	Unallocated	(iii)
10	North	Fanling	5 900	Primary School	30	Allocated	(i)
11	North	Fanling	5 900	Primary School	30	Allocated	(i)
12	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	Allocated	(i)
13	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	Unallocated	(iii)
14	Sai Kung	Tseung Kwan O	6 200	Primary School	30	Allocated	(iv)
15	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	Allocated	(iv)
16	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	Unallocated	(iii)
17	Tuen Mun	Tuen Mun West	7 100	Special School	16	Allocated	(i)
18	Islands	Tung Chung	5 800	Special School	18	Allocated	(i)
19	Sha Tin	Shui Chuen O	8 800	Primary School	30	Allocated	(ii)
20	Sha Tin	Fo Tan	4 700	Primary School	24	Unallocated	(iv)
21	Tai Po	Area 9	7 100	Primary School	36	Unallocated	(iii)
22	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	Allocated	(iv)

Remarks:

(i) Funding approval has been obtained from the FC of LegCo for the school building project.

(ii) Funding approval will be sought from the FC of LegCo in the 2018-19 LegCo Session for the school building project.

(iii) The site is being deployed for temporary use, undergoing site formation work or with preliminary works/detailed design for school building project being undertaken in accordance with the existing mechanism and procedures.

(iv) The site falls within a private development project and is not regarded as Government land or the site availability is affected by a private development project.

According to the EDB's prevailing school allocation mechanism, once a vacant/to-be-vacant premises or a reserved school site is confirmed to be required for allocation for school use, the EDB will normally invite application from all eligible organisations in the territory through the SAE and make relevant announcement through press release and on its website. The SAE is generally conducted on a competitive basis amongst the applicant bodies.

When assessing the applications, quality of education is the prime consideration of the School Allocation Committee comprising official and non-official members. Other factors, including operation track record and condition of existing school premises (where applicable), the school proposal, etc., will also be considered. In this connection, we launched the First and Second SAEs 2019 in January 2019, under which 1 planned school premises in Tai Po district would be allocated for operating a new aided school and 1 planned school premises and the to-be-vacant ex-Sung Lan Middle School in Sha Tin district would be allocated for reprovisioning of existing primary schools.

(2) The EDB is responsible for the management of VSP located on sites allocated to the EDB, including those that the PlanD has been informed of under the central clearing house mechanism but that the LandsD has requested the EDB to continue the management until the next users have been identified and taken over the land. From 2013-14 to 2019-20, the expenditure/estimated expenditure incurred by the EDB for the management of VSP is $0.727 million, $0.957 million, $1.221 million, $1.341 million, $1.266 million, $1.229 million and $1.966 million respectively, which mainly includes security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding. The increase of around $0.74 million in the estimate for 2019-20 over 2018-19 is mainly due to the increased expenditure on the enhanced mosquito control and prevention work, and the improved benefits (such as contract gratuity and statutory holiday pay) for contract staff.

(4) The school building projects for new schools and redevelopment/extension of public sector schools in which funding approval has been obtained from the FC of LegCo from 2013-14 to 2018-19, and the school building projects in which support from the Panel on Education of LegCo has been obtained with funding approval to be sought from the FC in 2019-20 are set out in Table (3) below.

Table (3) – The school building projects for new schools and redevelopment/extension of public sector schools in which funding approval has been obtained/will be sought from the FC:

No.	**Financial year in which funding was/to be approved**	**Project**	**School type**	**Project nature**	**Estimated cost for school building ($ million)**
1	2013-14	A 30-classroom primary school at Site 1A-4, Kai Tak Development, Kowloon	Primary School	Reprovisioning	317.5
2		A 30-classroom primary school at Site 1A-3, Kai Tak Development, Kowloon	Primary School	Reprovisioning	312.4
3		Redevelopment of Ying Wa Girl's School at Robinson Road, Hong Kong	Secondary School	Redevelopment	653.4

No.	Financial year in which funding was/to be approved	Project	School type	Project nature	Estimated cost for school building ($ million)
4	2014-15	Construction of an Annex to Baptist Lui Ming Choi Secondary School, Shatin, New Territories	Secondary School	Extension	148.8
5		Two special schools at Sung On Street, To Kwa Wan	Special School	Reprovisioning	484
6		A school for social development for girls at Choi Hing Road, Kwun Tong, Kowloon	Special School	New School	373.7
7		A 36-classroom primary school in Area 36, Fanling	Primary School	Reprovisioning	417.2
8	2015-16	Two 24-classroom primary schools at ex-Tanner Road Police Married Quarters site at Pak Fuk Road, North Point, Hong Kong	Primary School	Reprovisioning (whole-day)	660
9		A 12-classroom special school for children with mild intellectual disability near Hoi Lai Estate, Sham Shui Po	Special School	Reprovisioning	256.6
10	2016-17	Extension and conversion to St. Paul's Primary Catholic School at Wong Nai Chung Road, Happy Valley	Primary School	Partial redevelopment and partial extension works	467.8
11		A 30-classroom secondary school at Site 1A-2, Kai Tak development	Secondary School	Reprovisioning	446.7
12		A 30-classroom primary school at Site KT2b, Development at Anderson Road, Kwun Tong	Primary School	Reprovisioning	351.1
13		A school for social development for boys in Area 2B, Tuen Mun	Special School	Reprovisioning	408.5

No.	Financial year in which funding was/to be approved	Project	School type	Project nature	Estimated cost for school building ($ million)
14	2017-18	A special school for students with mild, moderate and severe intellectual disabilities in Area 108, Tung Chung	Special School	New School	334.7
15		A 30-classroom primary school at Tonkin Street, Cheung Sha Wan	Primary School	Reprovisioning	345.5
16	2018-19	Provision of Boarding Section of Hong Chi Pinehill School and reprovisioning of Boarding Section of Hong Chi Pinehill No.2 School in Tai Po	Special School	Extension and reprovisioning	170.2
17		Conversion to Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School	Special School	Extension	197.6
18		Construction of an assembly hall at Munsang College at 8 Dumbarton Road, Kowloon City	Secondary School	Extension	81.4
19		First 30-classroom primary school at Queen's Hill, Fanling	Primary School	New School	386.1
20		Second 30-classroom primary school at Queen's Hill, Fanling	Primary School	New School	386.6
21*	2019-20	A 30-classroom primary school at Shui Chuen O, Sha Tin	Primary School	New School	To be confirmed
22*		A 30-classroom secondary school at Site KT2e, Development at Anderson Road, Kwun Tong	Secondary School	Reprovisioning	To be confirmed

* The EDB plans to seek funding approval from the FC of LegCo in the 2018-19 LegCo Session for the school building project concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5351)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

From the 2013/14 to 2018/19 school years:

(1) Please set out the items under the insurance the Education Bureau obtained for primary, secondary and special schools and the expenditure involved as well as the respective numbers of schools, teachers and students covered, claim applications and successful claims.

(2) Of the above claim applications and successful claims, please set out the cases involving professional liability and deaths respectively.

(3) Upon implementation of free kindergarten education, is there any provision reserved for kindergartens to obtain necessary insurance in the next school year? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 135)

Reply:

(1) & (2)

The Education Bureau (EDB) has taken out the Block Insurance Policy (BIP), which comprises 3 parts, namely the public liability insurance, the employees' compensation insurance and the group personal accident insurance, for aided primary and secondary schools (including special schools). Professional liability insurance is not under the coverage of the BIP. All staff in aided primary and secondary schools (including special schools), both teaching and non-teaching, whose salaries are subvented by the EDB, as well as students, are insured under the BIP. Each period of insurance covers 2 school years and the expenditures on the insurance premium for the BIP for the 2013/14 to 2014/15, 2015/16

to 2016/17 and 2017/18 to 2018/19 school years are $145.2 million, $146.1 million and $129 million respectively. To protect the interests of the claimants, schools are required to report all accidents, irrespective of whether they are liable, to the BIP insurer. Hence, the number of reported cases should not be taken as the number of claims. We do not have the statistics on the number of claims. From the 2013/14 to 2018/19 school years (as at November 2018), the total number of reported cases and indemnified cases for all types of insurance under the BIP are 12 900 and 5 900 respectively. Among them, there are 18 cases involving deaths.

(3) Under the new kindergarten (KG) education policy, the EDB provides direct subsidy to KGs joining the new KG education scheme (Scheme). Funding is provided basically on a per student basis in the form of a basic unit subsidy. The basic unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. Insurance premium is one of the expenditure items chargeable to the "other operating costs" portion of the basic unit subsidy. The mode of provision of funding for KGs differs from that for aided primary and secondary schools. The degree to which KGs and aided primary and secondary schools have to follow the EDB's established operational and administrative practices also differs. As compared to aided primary and secondary schools, the modes of operation among KGs participating in the Scheme are more diversified. Hence, the EDB does not play the role of a central coordinator in various aspects relating to operation of KGs, including procurement of insurance policies.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5355)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government carries out repair and improvement works for schools every year. In this connection, please provide the following information in respect of primary, secondary and special schools for the school years between 2014/15 and 2019/20:

1. The actual and estimated provisions for repair works in each school year, and the year-on-year percentage changes;
2. The respective amounts of funding granted through the annual Major Repairs exercise and the Emergency Repairs mechanism in each school year;
3. Under the existing mechanism, schools have to bear the repair cost if the estimated project cost is under $3,000 (for primary and special schools)/$8,000 (for secondary schools). Does the project cost include wages paid to the workers providing the repair services?
4. The reasons for the provision in the coming year to be lower than the revised estimate.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 144)

Reply:

Over the years, the Education Bureau (EDB) has implemented various measures to enhance school facilities and improve teaching and learning environment, having regard to the circumstances and needs of individual schools. Among these measures, the EDB assists aided schools in handling relatively larger scale or more complicated repair and improvement works of school premises under the annual Major Repairs exercise, including appointing consultants and contractors to assist aided schools in handling repair works with an estimated project cost over $3,000 for primary and special schools, or over $8,000 for secondary schools; and carrying out emergency repair works of school facilities at the request of aided schools under the Emergency Repairs mechanism. As regards Direct Subsidy Scheme

schools, they may also submit applications under the annual Major Repairs mechanism if the estimated project cost of the repair works is over $2 million. The estimated project cost normally includes labour and material costs.

For the financial years 2018-19 and 2019-20, the Government has respectively reserved around $1.5 billion as non-recurrent subvention for carrying out repair/improvement works of school premises under the annual Major Repairs and Emergency Repairs mechanism. For the financial years from 2014-15 to 2019-20, the relevant actual expenditure/estimated expenditure is tabulated below:

Actual expenditure/ estimated expenditure ($ million)	2014-15 (actual expenditure)	2015-16 (actual expenditure)	2016-17 (actual expenditure)	2017-18 (actual expenditure)	2018-19 (estimated expenditure)	2019-20 (estimated expenditure)
Secondary schools	506.0	535.9	579.9	674.3	775.2	breakdown by school type is not available
Primary schools	393.8	386.5	478.2	575.1	663.1	
Special schools	41.2	49.1	46.7	58.5	74.6	
Total	941.0	971.5	1,104.8	1,307.9	1,512.9	1,500.7
Percentage change	-	+3%	+14%	+18%	+16%	-0.8%

As the EDB is still processing school applications submitted under the Major Repairs mechanism for 2019-20, a breakdown by school type for the financial year concerned is not yet available. To meet the cash flow requirement of the relevant projects, the estimated expenditure for 2019-20 has been slightly adjusted downward by 0.8% as compared with that for 2018-19. Notwithstanding, the project estimate to be approved under the annual 2019-20 Major Repairs and Emergency Repairs mechanism is expected to be comparable to that for 2018-19.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5356)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The School Administration Guide states that schools are responsible for maintaining the school premises in a safe and hygienic condition. They are also responsible for maintaining and managing the school premises, and arranging maintenance works as necessary in order to meet the basic fire safety and hygiene requirements stipulated in the relevant legislations and regulations. Section 55(5) of the Education Regulations also requires the provision of a suitable room for medical inspection and first aid in the premises of any school which has more than 100 pupils. Please set out by primary, secondary and special school:

1. the number of schools that are not equipped with fire safety installations such as automatic water sprinklers and smoke detectors; and

2. the number of schools that are not provided with a separate room for medical inspection and first aid;

3. Does the Education Bureau plan to alter or install the above-mentioned facilities for schools without them through next year's budget? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 145)

Reply:

The Education Bureau (EDB) values teaching and learning environment of schools. It has been the EDB's established policy to enhance school facilities should the need arises and where feasible. At present, there are about 840 aided schools in the territory. Their premises were built in different periods in accordance with the building standards at the time of construction and facilities in the premises vary. While the standards have been changing over the years, existing school premises in operation are required to comply with prevailing statutory requirements. Take fire service installations and equipment (FSI) as an example, when approving school building plans, the Fire Services Department (FSD) will formulate the necessary FSI for the schools concerned based on the prevailing requirements. According to information available to the EDB, currently, all these 800s schools mentioned above have FSI installed. By retaining and maintaining the FSI installed at the school premises during the time of construction in efficient working order and conducting annual inspections for such installations in accordance with the Fire Service (Installations and Equipment) Regulations (Cap 95B), schools would have complied with the FSI requirements imposed by the FSD and by law. Schools can make use of the Expanded Operating Expenses Block Grant to pay for the relevant inspection fees and maintain and repair such installations and equipment through the annual major repairs exercise and emergency repairs mechanism.

Over the years, the EDB has implemented various measures to enhance teaching facilities. Among these measures, the School Improvement Programme (SIP) was implemented between 1994 to 2006, under which about 700 public sector schools built according to the planning standards when the schools were constructed have their teaching and administrative facilities enhanced. Furthermore, the EDB has also put in place other measures to enhance school facilities and improve teaching and learning environment. Examples include addition or conversion of classrooms and special rooms, installation of barrier-free facilities, repair and replacement of facilities, etc. Based on the EDB's information, a majority of public sector schools have already been equipped with major facilities, such as assembly halls, libraries, computer rooms or language rooms, ball courts or covered playgrounds, medical inspection rooms, etc. Meanwhile, under school-based management, schools may initiate changes to the intended use of some school facilities to meet students' needs and suit the overall school development. If no structural change of the building is entailed, such alterations made could be handled by the schools themselves without having to apply through or report to the EDB. Therefore, the EDB is not able to provide a breakdown of the relevant school facilities.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5357)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government carries out repair and improvement works for schools every year. In this connection, please provide the following information in respect of primary, secondary and special schools for the school years between 2016/17 and 2019/20:

1. The actual and estimated provisions for repair works in each school year, and the kinds of repairs involved;
2. The respective amounts of funding granted through the annual Major Repairs exercise and the Emergency Repairs mechanism in each school year;
3. Under the existing mechanism, schools have to bear the repair cost if the estimated project cost is under $3,000 (for primary and special schools)/$8,000 (for secondary schools). Does the project cost include wages paid to the workers providing the repair services?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 154)

Reply:

Over the years, the Education Bureau (EDB) has implemented various measures to enhance school facilities and improve teaching and learning environment, having regard to the circumstances and needs of individual schools. Among these measures, the EDB assists aided schools in handling relatively larger scale or more complicated repair and improvement works of school premises under the annual Major Repairs exercise, including appointing consultants and contractors to assist aided schools in handling repair works with an estimated project cost over $3,000 for primary and special schools, or over $8,000 for secondary schools; and carrying out emergency repair works of school facilities at the request of aided schools under the Emergency Repairs mechanism. As regards Direct Subsidy Scheme schools, they may also submit applications under the annual Major Repairs mechanism if the estimated project cost of the repair works is over $2 million. The estimated project cost normally includes labour and material costs.

For the financial years 2018-19 and 2019-20, the Government has respectively reserved around $1.5 billion as non-recurrent subvention for carrying out repair/improvement works of school premises under the annual Major Repairs and Emergency Repairs mechanism. For the financial years from 2016-17 to 2019-20, the relevant actual expenditure/estimated expenditure is tabulated below:

Actual expenditure/ estimated expenditure ($ million)	2016-17 (actual expenditure)	2017-18 (actual expenditure)	2018-19 (estimated expenditure)	2019-20 (estimated expenditure)
Secondary schools	579.9	674.3	775.2	breakdown by school type is not available
Primary schools	478.2	575.1	663.1	
Special schools	46.7	58.5	74.6	
Total	1,104.8	1,307.9	1,512.9	1,500.7
Percentage change	-	+18%	+16%	-0.8%

As the EDB is still processing school applications submitted under the Major Repairs mechanism for 2019-20, a breakdown by school type for the financial year concerned is not yet available. To meet the cash flow requirement of the relevant projects, the estimated expenditure for 2019-20 has been slightly adjusted downward by 0.8% as compared with that for 2018-19. Notwithstanding, the project estimate to be approved under the annual 2019-20 Major Repairs and Emergency Repairs mechanism is expected to be comparable to that for 2018-19.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5359)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 school year, the Education Bureau (EDB) has been installing air-conditioning systems for the 6 types of eligible facilities in public sector schools. It has also provided these schools with a recurrent Air-conditioning Grant to cover the daily expenses, including electricity charges and routine maintenance costs, incurred by the air-conditioning systems. Please provide the following information in respect of primary, secondary and special schools:

1. What is the respective number of schools in need of (1) installing and (2) replacing air-conditioning systems in the current school year, hence the number of air-conditioning systems and expenditure involved? What are the items covered by the grant, hence the ceiling of the grant for each school?

2. What is the quarterly expenditure incurred on the disbursement of the grant to schools?

3. The Government has replaced the former Noise Abatement Grant and Air-conditioning Grant for Schools for Physically Disabled/Severely Intellectually Disabled Children with the Air-conditioning Grant. How many schools are involved? How many of them are receiving a smaller amount of grant as a result? How will the difference be met?

4. To facilitate the planning of grant provision, the EDB has verified each of the eligible facilities in schools last year. Please provide the number of schools without a "standard assembly hall", without a library and with fewer special rooms as compared to the number listed in the Schedule of Accommodation? How many of these schools are not provided with the relevant grant as a result?

5. Many schools with sub-standard teaching facilities do not have a standard student activity centre, and have to use the covered playground for organising student activities. How many schools are involved? Since covered playgrounds are not covered within the ambit of the grant, in view of the special needs of schools in sub-standard premises, will the EDB consider installing air-conditioning systems in the covered playgrounds of the schools concerned and providing them with the relevant grant? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 176)

Reply:

1. As at March 2019, the number of schools approved under the relevant programme to install, repair or replace air-conditioning systems is tabulated below:

School Type	No. of schools installing air-conditioning systems	No. of schools repairing or replacing air-conditioning systems
Primary School	36	158
Secondary School	48	147
Special School	15	17

The estimated project costs for installing and repairing/replacing air-conditioning systems are around $70 million and $110 million respectively, involving some 900 air-conditioning systems.

2. The Air-conditioning Grant (AC Grant) is calculated in accordance with the types and number of eligible rooms/facilities in a school. Whenever a school changes the use of its teaching facilities, carries out structural alteration or conversion works, or installs air-conditioning systems for eligible facilities without such provision in accordance with the prevailing mechanism during the school year, the AC Grant will be adjusted accordingly. The quarterly expenditure incurred on the disbursement of the grant in the 2018/19 school year is not available at this stage as the school year has not yet come to a close. The overall estimated expenditure in the 2018/19 school year is around $380 million.

3. There are respectively 392, 456 and 59 public sector secondary, primary and special schools provided with the AC Grant in the 2018/19 school year. In the 2017/18 school year, there were respectively 263, 268 and 30 public sector secondary, primary and special schools provided with the Noise Abatement Grant (NAG), while 17 special schools were provided with the Air-conditioning Grant for Schools for Physically Disabled/Severely Intellectually Disabled Children. The former NAG was calculated based on the number of classrooms and special rooms provided with air-conditioning systems under the Noise Abatement Programme. Schools for children with physical disability and schools for children with severe intellectual disability were also provided with air-conditioning systems in the past for their classrooms, special rooms and student activity centres irrespective of the noise level, as well as the Air-conditioning Grant for Schools for Physically Disabled/Severely Intellectually Disabled Children, in view of the special needs of these

children. It should be noted that all eligible rooms/facilities in a public sector school (including but not limited to classrooms and special rooms with air-conditioning systems installed under the Noise Abatement Programme) are counted for the calculation of the AC Grant. The rates of the AC Grant for different types of rooms/facilities adopt the corresponding rates of the NAG for the same types of rooms/facilities. In this connection, the amount of the AC Grant for eligible rooms/facilities, in principle, should not be less than the amount provided for the eligible rooms/facilities under the NAG or the Air-conditioning Grant for Schools for Physically Disabled/Severely Intellectually Disabled Children. We also believe that the AC Grant should be sufficient to cover the related expenses.

4. & 5.

Starting from the 2018/19 school year, the Education Bureau (EDB) provides air-conditioning systems for eligible rooms/facilities in public sector schools as well as a recurrent AC Grant for aided schools to cover the related daily expenses, including electricity charges and routine maintenance costs. For schools without certain eligible rooms/facilities, they surely do not have to pay for the related daily air-conditioning expenses. Nor will they be provided with the relevant grant.

The premises of existing public sector schools were built in different periods in accordance with the building standards at the time of construction. Therefore, facilities in the premises vary. Over the years, building standards have also been changing in response to the development in classroom learning, extra-curricular activities as well as guidance and counselling work. The EDB has implemented various measures, including the School Improvement Programme, minor improvement projects and the annual major repair exercise, to enhance school facilities by erecting or converting classrooms and special rooms, and repairing and replacing facilities etc. We will continue reviewing the existing policy from time to time and, as far as resources are available, assist schools to improve their facilities so as to provide a better learning environment for students. On the other hand, schools can change the use of school facilities to cater for the students' needs and the development of the school. For example, to meet the demand for school places, some schools have converted their student activity centres into temporary classrooms or special rooms which in turn are used for organising after-school student activities, thus enhancing the efficiency and flexibility of space. For schools without an assembly hall, some have converted their covered playgrounds into venues for student activities and assemblies. Such facilities, including covered playgrounds, are eligible for the provision of air-conditioning systems as well as the AC Grant under the new initiative.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5360)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Policy Address announced the restructuring of Learning Support Grant (LSG), Intensive Remedial Teaching Programme (IRTP) and Integrated Education Programme. Please provide:

1. from the 2016/17 to 2018/19 school years, the number of schools adopting LSG, IRTP, Mixed Mode and Migration Mode, as well as the amount of grant and the number of teachers involved each year;

2. from the 2016/17 to 2018/19 school years, the expenditures on various grants in supporting integrated education in primary schools each year;

3. the implementation timetable of the enhanced measure and the estimated expenditure each year;

4. the number of schools of which the amount of grant has (1) increased, (2) remained unchanged or (3) reduced due to the enhanced measure; and the highest, lowest and median amount of the increased/reduced provision;

5. under the enhanced measure, the number of schools implementing IRTP that will have the number of teachers reduced; the number of schools that will have the reduction of 1, 2 or 3 teacher(s); and the Government's measures to help schools solve the problem of manpower reduction.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 177)

Reply:

1 and 2

The number of public sector mainstream primary schools adopting Learning Support Grant (LSG), Intensive Remedial Teaching Programme (IRTP), Mixed Mode and Migration Mode from the 2016/17 to 2018/19 school years is set out as follows:

School Year	LSG	IRTP	Mixed Mode	Migration Mode
2016/17	212	140	92	10
2017/18	213	140	90	11
2018/19	217	140	86	13

The LSG grant rates for tier-2 and tier-3 support from the 2016/17 to 2018/19 school years are set out as follows:

School Year	Grant Rate for Tier-2 Support ($)	Grant Rate for Tier-3 Support ($)
2016/17	13,725	27,450
2017/18	13,986	27,972
2018/19	14,322	28,644

The number of teachers for IRTP from the 2016/17 to 2018/19 school years is 383, 382 and 380 respectively.

The expenditure on the provision of LSG, IRTP and Integrated Education (IE) Programme for primary schools from the 2016/17 to 2018/19 school years is tabulated below:

School Year	LSG ($ million)	IRTP ($ million)	IE Programme ($ million)
2016/17	262.4	202.3	13.1
2017/18	280.9	207.2	13.5
2018/19 (revised estimate)	308.8	214.5	14.4

3 to 5

In the 2017/18 school year, the Education Bureau (EDB) conducted a series of consultation. The mainstream views supported the provision of regular teachers and additional resources that can be flexibly deployed for schools to cater for students with special educational needs (SEN) of different types. In this connection, starting from the 2019/20 school year, the EDB will restructure LSG, IRTP and IE Programme. Specifically, under the new measure, LSG will replace IRTP and IE Programme and be extended to all public sector mainstream primary and secondary schools. Schools admitting comparatively large number of students with SEN will be provided with regular teaching posts and the LSG grant rate for tier-3 support will be increased. Schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN of different types and academic low achievers (applicable to primary schools). The new arrangement involves an estimated additional annual provision of around $300 million. LSG is calculated on the basis of the number of students with SEN and academic low achievers (applicable to primary schools) and the tier of support the students require. The LSG provided to schools each year is subject to change, depending on the number of students with SEN and the tier of support they require. It is not meaningful to directly compare the changes in the amount of LSG disbursed to schools across years. In late March 2019, the EDB issued a circular to inform schools of the above measures to facilitate schools to take follow-up actions. Statistics on related teaching posts can only be compiled upon completion of relevant work.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5361)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

A provision of $2 billion was earmarked in the Budget last year to expedite installation of lifts for schools. Please provide the following information under the categories of primary school, secondary school and special school:

1. What is the timetable for expediting lift installation for schools in Hong Kong? What is the number of schools scheduled to have lifts installed each year and the time required for each project?

2. What are the priority rules for lift installation? When will the first batch of installation commence the earliest?

3. How many schools among those without a lift have students and staff with disabilities? What is the number of these disabled persons?

4. Will schools with cases of disability be given priority for lift installation? If yes, what are the details? If no, what are the reasons?

5. Is there assurance of an adequate number of supervisory and technical personnel for delivering the projects?

6. Is there coordination and collaboration with other government departments such as the Electrical and Mechanical Services Department to explore ways to expedite the approval procedures? If yes, what are the details? If no, what are the reasons?

7. Together with those covered by provision already allocated, how many schools have been assessed as unable to have lifts installed/have been found unsuitable for installing lifts/have rejected the installation of lifts upon assessment by consultants? What are the reasons? and

8. For schools that are unable to have lifts installed, what are the measures taken by the Education Bureau to meet their operational needs and the needs of disabled students and teachers? What is the relevant expenditure and the number of students or teachers involved in each of the past 3 school years?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 178)

Reply:

(1) to (4) To expedite the lift installation works for schools, the Government has made a provision of $2 billion and formed a dedicated team to centrally handle the lift installation works for schools. In order to collect the latest information on school premises and ascertain schools' needs for lift installation, the Education Bureau (EDB) sent a letter to all aided and Direct Subsidy Scheme (DSS) schools on 1 March 2018 to invite applications from schools which have no lift and have yet to make any installation request. The EDB has consolidated the information collected and conducted preliminary analysis, as well as arranged visits to schools to ascertain their circumstances . The newly appointed consultants of the EDB assumed duty as scheduled in March 2019 and have started to arrange dedicated staff to conduct preliminary technical feasibility assessment for those aided schools confirmed with lift installation needs. It is expected that the assessments will be completed by the end of 2019. The lift installation timetable will be formulated based on the results of the technical feasibility assessments and the actual circumstances of individual schools for execution. Government schools that are in need of lifts may submit funding applications through the existing mechanism. DSS schools and caput schools that are in need of lifts will receive subsidies for carrying out lift installation works on their own.

Based on the past experience of conducting similar works, lift installation works generally involve more complicated work stages. From conducting preliminary technical feasibility studies, discussing with schools over lift location, preparing drawings for submission to relevant departments for approval, coordinating with schools on works arrangements and schedule to final completion, it normally takes 5 years. Should the works involve more complicated technical issues (for example, limited space available for lift installation), or the schools could only make available limited time slots for the works, completion would take an even longer duration. According to our initial estimate, the lift installation works for all aided schools meeting the technical requirements can be completed by phases by the 2026-27 financial year.

According to the information reported voluntarily by schools via the Special Education Management Information System (SEMIS), there are a total of 46 physically disabled students studying in 33 aided schools without lifts in the 2018/19 school year. Among these schools, 16 have been granted approval for installation of lifts through the annual major repairs mechanism. The EDB does not maintain information about teaching staff with disability. When prioritising the lift installation works, the EDB will take account of the specific circumstances and needs of the schools comprehensively, as well as the technical considerations of the relevant works. Priority will be given to schools with a more urgent need for lift installation (such as having to take care of a greater number of students with physical disability).

(5) & (6) The EDB has formed a dedicated team (including designated consultants) to take forward lift installation works in schools. Meanwhile, to expedite the installation works, we will maintain close liaison with departments responsible for approving the building plans and issuing consent for commencement of works, with a view to obtaining approval smoothly and shortening the time for vetting as far as possible.

(7) & (8) Among the 46 school lift installation projects approved through the annual major repairs mechanism, none is found to be technically infeasible by consultants after assessment. Nevertheless, 1 case is pending because the school does not accept the suggested location that the consultant considers as the only option for lift installation from the perspective of technical feasibility. We have been discussing the matter with the school concerned to identify the most suitable arrangement. As regards those aided schools confirmed with lift installation needs under the lift installation programme (including schools which have returned the reply slips and those awaiting approval after submitting applications through the annual major repairs mechanism), the newly appointed consultants are now progressively arranging dedicated staff to conduct preliminary technical feasibility assessment for the schools. We will follow up on the matter in the light of the circumstances of individual schools.

Besides, to help public sector mainstream schools cater for students with special educational needs (SEN), the EDB has been providing them with additional resources on top of the regular subvention, professional support and teacher training. Additional resources include the provision of Top-up Fund that schools can apply for to procure special furniture and assistive equipment or carry out minor conversion works (such as construction of ramps, procurement of stair climbers) for students with physical disability to facilitate their mobility and learning within the school premises. The respective expenditure/ revised estimated expenditure for providing additional support and services for students with SEN studying in mainstream schools in the past 3 school years from 2016/17 to 2018/19 is $1,392 million, $1,638 million and $2,012 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5362)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the coverage of furniture and equipment costs for new school premises according to the Furniture and Equipment List, please provide the following information for the period from 2013/14 to 2018/19 under the categories of primary school, secondary school and special school:

(1) How are items on the List determined?
(2) How is the price of each item determined?
(3) What are the principles for adjusting annually or quarterly the total cost on the List?
(4) What is the total cost on the List and its year-on-year change in each of these years?
(5) What is the amount approved for each school in each of these years?
(6) In which year were the items on the List last updated?
(7) When will a review of the items on the List commence and conclude? What will the review cover and what mechanism will it adopt? When will the sector be consulted?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 179)

Reply:

(1)-(4)
The Education Bureau (EDB) provides reference lists of furniture and equipment (F&E) for public sector ordinary primary and secondary schools to serve as general guidance on furnishing and equipping new school premises. Under the prevailing mechanism, the Government is responsible for the F&E cost for reprovisioning/redevelopment projects of existing schools, while that for a newly established school should be borne by the school sponsoring bodies concerned. In order to balance the need to ensure prudent use of public money through proper monitoring of the scope and hence the cost of F&E items on the one hand, and to provide sufficient flexibility for schools in procuring items that meet their

school-based teaching and learning needs on the other, the aforementioned F&E lists seek to set out the basic facilities and the associated reference costs for schools' reference when compiling the procurement list for seeking F&E subsidy from the Government. To cater for school-based needs, schools are free to procure F&E items not on the reference lists, provided that they are justified by operational needs and in line with the cost-effective principle. The EDB annually adjusts the reference costs for the provision of F&E subsidy for primary and secondary schools with reference to the year-on-year change of the Composite Consumer Price Index (CCPI) for durable goods.

As regards special schools, facilities will be provided according to their type/scale of operation to suit students' varying needs. The amount of F&E subsidy for new special schools and their boarding sections (if any) will be determined by schools' needs and circumstances of individual projects concerned, irrespective of whether they are newly established schools or reprovisioned/redeveloped schools.

From 2013-14 to 2018-19, the total reference total costs for the provision of F&E subsidy for 30-classroom primary and secondary schools and the year-on-year change of the CCPI for durable goods are set out in Table 1 below:

Table (1)

Financial year	**Total amount of reference costs for provision of F&E subsidy ($million)**		**Year-on-year change of the CCPI for durable goods**
	30-classroom primary schools	30-classroom secondary schools	
2013-14	2.927	6.600	-1.806%
2014-15	2.795	6.302	-4.263%
2015-16	2.684	6.066	-3.956%
2016-17	2.538	5.735	-5.456%
2017-18	2.416	5.458	-4.831%
2018-19	2.347	5.303	-2.840%

(5) From 2013-14 to 2018-19, the amounts of non-recurrent F&E subsidy approved by the EDB for redeveloped or reprovisioned public sector primary and secondary schools (including special schools) and newly established special schools are set out in Table (2). Since the subsidy ceiling is subject to adjustment by deducting the total amount of serviceable F&E items in the existing school, the subsidy received by each school might be different.

Table (2)

Year of approval	Project nature and name of school	F&E subsidy ($m)
2013-14	Redevelopment of St Francis' Canossian College on Kennedy Road, Wan Chai	6.301
2015-16	Reprovisioning of S.K.H. Yat Sau Primary School and S.K.H. Ching Shan Primary School) (merged and renamed as S.K.H. Holy Cross Primary School after reprovisioning)	2.684
	Reprovisioning of Po Leung Kuk Stanley Ho Sau Nan Primary School	2.705
	Redevelopment of Tung Wah Group of Hospitals Wong Fut Nam College	5.181
2017-18	Reprovisioning of Tung Wah Group of Hospitals Ma Kam Chan Memorial Primary School	2.817
	Caritas Mother Teresa School	2.591
	Reprovisioning of Po Leung Kuk Anita L. L. Chan (Centenary) School	1.915
	Reprovisioning of Chi Yun School	4.970
2018-19	Reprovisioning of Pun U Association Wah Yan Primary School	2.221
	Reprovisioning of North Point Methodist Primary School	2.221
	Redevelopment of Ying Wa Girls' School	4.833
	Reprovisioning of the C.C.C. Mongkok Church Kai Oi School	1.944

(6) and (7)

To tie in with the new senior secondary curriculum, the EDB updated the F&E list for secondary schools in 2009. Moreover, the F&E lists for public sector primary and secondary schools were updated in 2010 to reflect the changes made to the Schedule of Accommodation for public sector primary and secondary schools and the addition of tuck shop-cum-central portioning area to the standard provision of school facilities. In view that we have not comprehensively reviewed the reference F&E lists for some time, some of the items therein may no longer meet the prevailing learning and teaching needs. We are now reviewing the lists and will consult the sector when ready.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5366)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Pilot Scheme on the Promotion of Reading Grant for Kindergartens mentioned in the Budget,

(a) please give a brief account of the services covered by the Pilot Scheme;

(b) please tabulate the number of participating kindergartens (KGs), amount of subsidy received, number of students benefitted and use of the subsidy by type of KGs (KGs under the Kindergarten Education Scheme implemented by the Government, private KGs, KGs operating half-day service, KGs operating whole-day service and KGs operating long whole-day service); and

(c) please advise whether the Administration has evaluated the effectiveness of the aforesaid services. If yes, what are the evaluation results? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 185)

Reply:

(a)
Implemented in the 2018/19 school year, the Pilot Scheme on the Promotion of Reading Grant for Kindergartens (referred to as Pilot Scheme hereafter) lasts for 1 school year and offers a quota of 250 for application by kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes (collectively referred to as KGs hereafter) joining the Kindergarten Education Scheme. The Pilot Scheme aims at encouraging schools to create a reading atmosphere by adopting different modes and fostering students' interest and habit in reading. The Bureau issued a circular memorandum on 28 September 2018 to set out the amount of grant, the principles and examples of use of the grant for KGs' reference. Specifically, the amount of grant disbursed to KGs is based on their total number of K1 to K3 students enrolled in the 2018/19 school year. A one-off grant of $5,000 has been disbursed to the KGs with a student enrolment of 80 or less, while a one-off grant of $10,000 has been disbursed to the KGs with a student enrolment of more than 80.

(b) and (c)

There are a total of 250 KGs participating in the Pilot Scheme in this school year, out of which 40 KGs operating half-day (HD) classes only, 3 KGs operating whole-day (WD) classes only, 89 KGs operating long WD classes only, 114 KGs operating both HD and WD classes, and 4 KGs operating both HD and long WD classes. The one-off grant has been disbursed to these KGs for organising activities / implementing measures for the promotion of reading. Students of the KGs participating in the Pilot Scheme are benefited. The Bureau will, by the end of the 2018/19 school year, collect the related information, including the views and suggestions on the use of the grant, to formulate the long-term arrangements for the promotion of reading in KGs.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5367)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the policy to promote reading, please provide the following information for the recent 5 years:

(a) The schemes and measures that the Education Bureau rolls out in schools each year to promote reading among students, as well as the amount of grants, number of schools and students benefitting from such schemes and measures, and use of grants, with a breakdown by school type (i.e. kindergartens, secondary schools, primary schools and special schools);

(b) Is there any mechanism for evaluating on a regular basis the effectiveness of schools' efforts to promote reading among students? If yes, what are the details? If no, what are the reasons?

(c) With regard to teacher-librarians, (i) the number of serving teacher-librarians (by academic qualification and average length of service); (ii) the number of entrants; (iii) the average number of teaching hours per week; (iv) the median salary; and (v) the average number of working hours on administrative duties per week, with a breakdown by school type (i.e. primary schools and secondary schools);

(d) With regard to the development of school libraries, please set out, in tabular form, the number of curriculum development visits, school visits and focus group interviews conducted by the Education Bureau each year, as well as the findings and the evaluation of efforts to promote reading;

(e) To ensure that teacher-librarians have sufficient room to promote reading, is there a specified ratio of promotion of reading to other duties in terms of teaching hours? If yes, what is the ratio? If no, what are the reasons?

(f) Are there any monitoring measures to ensure that teacher-librarians are not overburdened with teaching duties? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 186)

Reply:

(a)
"Reading to Learn" has been adopted as one of the Key Tasks since the curriculum reform in 2001. The Education Bureau (EDB) has provided schools with resources (e.g. the various grants for procuring books or multi-media/online reading materials under the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant) and encouraged schools to flexibly organise a wide variety of reading activities to promote a reading culture so as to nurture students' reading interest and habit and further enhance their reading abilities.

Starting from the 2018/19 school year, public sector primary and secondary schools (including special schools) are also provided with the Promotion of Reading Grant which involves a recurrent expenditure of around $50 million. Subject to the number of approved classes, the amounts of the grant are in the range of $20,000 to $40,000 for primary schools; $50,000 to $70,000 for secondary schools and $30,000 for special schools in the 2018/19 school year. Schools may deploy the grant to organise different school-based reading activities to cultivate a rich reading atmosphere on campus, thus enabling students to derive pleasure and enjoyment from reading and further enhance their reading abilities. Under the principle of school-based management, the incorporated management committees (IMC)/school management committees (SMC) (for Aided, Caput and Direct Subsidy Scheme (DSS) Schools), and SMC (for Government Schools) should set appropriate goals and formulate strategies based on the actual situation of their schools to make good use of the grant to enhance students' learning effectiveness. Schools should also conduct regular reviews to evaluate the effectiveness of the use of resources according to the goals set.

To dovetail with the introduction of the Promotion of Reading Grant, the EDB has adopted various enhanced measures to provide further support for reading in primary and secondary schools, such as inviting celebrities and authors to share their reading experience and recommend books to students, setting up reading award schemes and organising reading carnivals; producing a promotional series of programmes to feature good practices of schools in the promotion of reading; and proposing reading themes for schools and providing the relevant booklists, etc.

As regards kindergartens, the EDB rolled out the Pilot Scheme on the Promotion of Reading Grant for Kindergartens in the 2018/19 school year for participating kindergartens to use the grant provided to promote reading. The EDB will evaluate the effectiveness of the scheme and work out the follow-up arrangements.

The EDB has been supporting the promotion of reading in schools through various measures. The promotion of reading is a regular task in curriculum development and the expenses on this have been subsumed under the recurrent expenditure of the EDB, the breakdown of which is not available.

(b) & (d)
To align with the rationale behind school self-evaluation (i.e. planning, implementation and evaluation) and facilitate schools' sustainable development, the EDB has been encouraging schools to strategically formulate their School Development Plan and Annual School Plan holistically for their major concerns (e.g. promotion of reading), review their effectiveness in a timely manner and seek improvement. The evaluation data concerned are intended for schools' self-evaluation only and need not be submitted to the EDB. On the other hand, the EDB will continue to gain an understanding of schools' progress of work in various aspects (including library development) through External School Review, curriculum development visits and focus group interviews etc. Professional advice will be provided as and when necessary. Moreover, the EDB will regularly organise sharing sessions, workshops and seminars, etc. on the promotion of reading and good practices with a view to deepening teachers' knowledge of the strategies for promoting reading.

(c)
In the recent 5 school years (i.e. 2014/15 to 2018/19 school years), there were respectively 446, 448, 449, 451 and 460 in-service teacher-librarians in primary schools (averaging 450 per year), as well as 375, 371, 367, 374 and 360 in-service teacher-librarians in secondary schools (averaging 370 per year). About 95% of teacher-librarians possessed university qualifications or above. The figures were about the same for primary and secondary schools. Less than 1% of newly-joined teachers worked as teacher-librarians in primary or secondary schools. About 70% of the teacher-librarians in secondary schools taught 16 lessons or less in each cycle whereas about 30% of those in primary schools taught 16 lessons or less in each cycle. The EDB does not have the statistics on the average year of service, mid-point salary, and time spent on administrative duties each week of the teacher-librarians.

(e) & (f)
Teacher-librarians are primarily responsible for planning and managing the daily operation of the school libraries so that the role of a school library as a learning centre can be actualised. In general, teacher-librarians are also responsible for the library lessons, the number of which are school-based and dependent on students' need. Library lessons are also designed to match with the objectives of different subject curricula to enhance the effectiveness of learning and teaching. Schools could discuss with teacher-librarians in taking up teaching duties other than library lessons on a need basis. However, such arrangement should not interfere with the teacher-librarians' role in carrying out the work related to the libraries. The planning and deployment of human resources in individual schools should be school-based and in line with the development strategies, with promoting students' learning as the key emphasis. Schools should take "the benefit and interest of students have been given full consideration" as the major criteria for allocation of work. The EDB will continue to strengthen the school leaders' understanding of the work of teacher-librarians and how their work should be suitably allocated through the different channels, in order to ensure that the role of the teacher-librarians as well as the role of the

school library as a learning centre could be fully actualised. The EDB will keep in view whether teacher-librarians are given sufficient space and capacity to carry out their duties effectively. A more detailed guide on the duties of teacher-librarians may be formulated when such need arises.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5368)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned that the Government will implement the all-graduate teaching force policy in public sector primary and secondary schools in the 2019/20 school year, and there are plans to improve the manpower at the middle management level of public sector primary schools and rationalise the salaries for principals and vice-principals of these schools. In this connection, please provide the implementation details of the above policies, including the timetable, estimated expenditure involved, number of additional posts required and number of teachers whose rank will be affected by the policy change.

In addition, are there government policies to rationalise the overlapping pay structures of primary school principals and vice-principals so that teachers have greater incentive for promotion?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 187)

Reply:

It is announced in "The Chief Executive's 2018 Policy Address" that the Government would implement in one go the all-graduate teaching force policy in public sector primary and secondary schools in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in 2 years. The annual additional expenditure involved is around $1.5 billion and it is estimated that more than 9 400 non-graduate teaching posts will be converted into graduate teaching posts in public sector primary and secondary schools (including special schools).

In tandem with the full implementation of the all-graduate teaching force policy and whole-day schooling in primary schools, the Government plans to improve the manpower at the middle management level and rationalise the salaries for school heads and deputy heads

in public sector primary schools with a view to raising the management quality of primary schools as well as retaining and attracting talents, so as to further enhance the quality of education. The Task Force on Professional Development of Teachers has put forward recommendations to the Government in respect of these 2 areas. After consideration, the Government consulted the Legislative Council Panel on Education on 29 March 2019, and will submit the funding proposal to the Establishment Subcommittee and Finance Committee in due course. If the funding proposal is approved in the current legislative year, the Education Bureau plans to implement the proposed measures starting from the 2019/20 school year. It is estimated that the proposal of improving manpower at the middle management level of public sector primary schools will involve an annual additional expenditure of around $650 million and there will be an increase of more than 2 050 teaching posts in the promotion rank in public sector primary schools (to be offset by a corresponding number of teaching posts in the basic rank). As regards the proposal to rationalise the salaries for school heads and deputy heads in public sector primary schools, it is estimated that the annual additional expenditure involved will be around $210 million. The number of school heads and deputy heads in public sector primary schools who stand to benefit from the initiative will be over 1 250.

The Government's proposal to rationalise the salaries for school heads and deputy heads in public sector primary schools has already taken into account the overlapping pay scales of relevant ranks. Subject to approval, the proposal will bring about great improvement to the current situation.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5369)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned that the Government will implement a series of targeted relief measures to cope with the progressive rebound of Secondary 1 (S1) student population. In this regard, please provide information for the past 5 years.

(a) For the implementation of stabilisation measures to address demographic changes, please set out separately for each measure the additional resources involved, number of schools affected, number of students and/or school places affected and the effectiveness of the policies;

(b) In the form of a table, please show the changes in S1 student population in various districts and the projected demographic changes in various districts in the coming 3 years;

(c) Regarding the "place reinstating" arrangement for the reduction of allocation class size by "2-1-1" or "1-1-1" introduced in early years, will the Bureau effect reinstatement on a district basis in light of the actual demographic changes in various districts? If yes, what are the policy details? If no, what are the reasons? and

(d) Given a varying rate of rebound in population in different districts and an across-the-board "place reinstating" arrangement, what government measures are there to offer assistance to schools with under-enrolment and prevent schools from competing for students viciously?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 188)

Reply:

(a) Starting from the 2013/14 school year, the Education Bureau (EDB) has further implemented a basket of targeted relief measures to help sustain the development of schools, stabilise the teaching force and maintain the quality of education in order to minimise the impact of the decline in student population on the school sector. These measures include:

- Through the relaxation of the "not less than 3 Secondary 1 (S1) classes" requirement, schools with 2 approved S1 classes are accepted as not necessary to apply for any school development option. Schools could operate 2 S1 classes if they admit a minimum of 26 S1 students. In other words, the average class size will then be 13 students;
- Schools operating only 1 S1 class can apply for school development option in order to continue their operation;
- Schools operating 2 or less S1 classes can participate in the next Secondary School Places Allocation (SSPA) cycle with a cap of 3 S1 classes;
- On the premise of the number of students in each S1 class reinstating to the then level (i.e. 36 students per class including the quota for 2 repeaters) after the transient decline of S1 student population, schools adopted the mode of "2-1-1" or "1-1-1" under a "district-/school-based approach to reduce the number of students allocated to each S1 class" from 34 to 30 or 31 students per class progressively in 3 school years from 2013/14 to 2015/16; and
- In the 3 school years from 2013/14 to 2015/16, the retention period of surplus regular teachers arising from S1 class reduction was extended from 1 year to 3 years.

To further stabilise the teaching force, the EDB further announced in 2017 that aided secondary schools with surplus teachers arising from reduction of S1 classes in the school years from 2013/14 to 2017/18, if necessary, were allowed to apply for extending the retention period of the surplus teachers concerned up to the 2018/19 school year. All aided secondary schools with reduction of S1 classes in the school years from 2013/14 to 2017/18 could benefit from this measure.

From SSPA 2014 to 2018, adjustments to the number of S1 classes in public sector secondary schools in response to changes in S1 population are set out below:

SSPA Cycle	2014	2015	2016	2017	2018
Eventual downward adjustment to the number of classes (-)	18	10	16	2	2
Eventual upward adjustment to the number of classes (+)	0	0	1	10	26

Take the allocation of S1 places in 2018 as an example. In response to an overall increase in S1 student population over 2017, a total of 19 public sector secondary schools needed to increase their number of S1 classes by 1. Altogether there was an increase of 19 classes to meet the demand. Furthermore, 7 schools that were granted approval to operate only 2 S1 classes in the 2017/18 school year are able to offer 3 S1 classes in the 2018/19 school year because of sufficient student enrolment. On the other hand, 2 schools need to adjust their number of S1 classes downward in the 2018/19 school year because of a drop in student enrolment caused by such factors as parental choice and student mobility. Consequently,

in the 2018/19 school year, there is a net increase of 24 S1 classes in public sector secondary schools.

During the transitional period following the decline in S1 student population, the relief measures mentioned above have contributed to the overall stability of public sector secondary schools. The year-on-year changes in the total number of S1 classes have been insignificant. For example, the S1 student population in public sector secondary schools registered a drop of 4.4% from 45 653 in the 2014/15 school year to 43 648 in the 2015/16 school year, while there was a decrease of only 17 S1 classes in the 2015/16 school year (including a net reduction of 7 S1 classes in schools adopting the cyclic symmetrical class structure in the 2015/16 school year), representing a mere reduction of 1.1%. In addition, extending the retention period for surplus teachers is also instrumental in stabilising the teaching force.

Since the expenditures involved in the implementation of targeted relief measures have been subsumed under EDB's overall expenditure, a relevant breakdown is not available.

(b) School-age population aged 12 is considered appropriate for attending S1. The number of S1 students attending public sector schools in the past 5 years by district is tabulated at Appendix 1. For the coming 3 years (from the 2019/20 to 2021/22 school years), the projected school-age population aged 12 residing in Hong Kong by district is provided at Appendix 2.

(c)&(d) At present, the provision of public sector secondary school places is planned on a territory-wide basis. Since student population and schools are not evenly distributed among districts, it is not possible to achieve a complete balance between the demand and supply of S1 places in each district in each SSPA cycle. Despite a progressive rebound of the overall S1 student population, individual secondary schools may be affected by the demand for school places in certain districts or the choice of parents. Under the SSPA System, the netting of school places from neighbouring areas will be arranged as and when necessary to meet the demand of individual districts with insufficient school places and to offer more choices to students in districts with a smaller number of schools.

According to the information available, S1 student population has started to rebound from the 2017/18 school year and it is anticipated that the overall S1 student population will gradually rise and reach the peak in the 2024/25 school year. To address the projected increase in the demand for S1 school places, EDB and the sector (including representatives of the Joint Committee of the Secondary School Councils and the Secondary School Heads Association of 18 Districts) met and reached a consensus in October 2017 on the framework of direction and strategies for tackling the issue, which include adopting the established arrangements under SSPA, progressively reverting the number of students allocation per class to 34 upon the rebound of the S1 student population ("place reinstating") as pledged by the sector prior to the implementation of the targeted relief measures, and increasing the number of S1 classes according to established practices in the districts with a shortfall in school places after adopting the netting arrangements and "place reinstating" to meet the demand of each SSPA cycle.

As far as "place reinstating" is concerned, allowing schools in certain districts to withhold the "place reinstating" will affect the established arrangements under SSPA. Besides,

schools in different districts or within the same district may have different concerns about the number of students allocation per class, the netting arrangements and operating additional classes. In practice, it is difficult to draw up and reach a consensus on a set of objective and fair criteria for determining the pace of "place reinstating" in different districts. All along, the requirements governing number of students the allocation per class in Central Allocation are across-the-board, and the Government provides recurrent subvention to public sector schools mainly based on the number of classes. Thus, it would be unfair and make parents confused if it is allowed to vary the number of students allocation per class for different schools under SSPA.

The EDB has been closely monitoring the supply and demand of public sector school places. In fact, our estimation about the decline in S1 student population differs little from the situation when the sector discussed and worked out the targeted relief measures. The targeted relief measures previously implemented (including lowering the threshold for approving S1 classes to 25 students, allowing schools operating 2 or less S1 classes to participate in the next SSPA cycle with a cap of 3 S1 classes, and exempting schools operating 2 S1 classes from applying for school development option) will continue. The above measures will continue to take effect in the next few years to contribute further to stabilising the teaching force and facilitating the sustainable development of secondary schools. Meanwhile, we will continue to explore the needs of other coping measures to support individual secondary schools affected when necessary. Moreover, schools have put in place their school-based admission mechanism to handle admission applications submitted by students from other schools and the operation has been smooth so far. The EDB will monitor the latest situation and provide support when necessary.

Number of S1 students attending public sector secondary schools by district from the 2014/15 to 2018/19 school years

District	No. of S1 students				
	2014/15	2015/16	2016/17	2017/18	2018/19
Central & Western	1 051	1 037	1 007	1 011	1 057
Wan Chai	1 557	1 519	1 635	1 699	1 689
Eastern	2 939	2 773	2 623	2 606	2 703
Southern	1 219	1 179	1 089	1 156	1 143
Yau Tsim Mong	1 766	1 667	1 653	1 630	1 658
Sham Shui Po	2 519	2 359	2 394	2 397	2 410
Kowloon City	3 730	3 626	3 665	3 771	3 826
Wong Tai Sin	2 650	2 557	2 503	2 556	2 679
Kwun Tong	3 423	3 335	3 345	3 352	3 402
Sai Kung	2 085	2 026	1 957	1 989	2 156
Sha Tin	4 405	4 276	4 116	4 281	4 396
Tai Po	1 926	1 848	1 854	1 992	2 072
North	2 410	2 302	2 320	2 325	2 764
Yuen Long	4 245	3 980	3 916	4 075	4 151
Tuen Mun	3 700	3 440	3 360	3 510	3 782
Tsuen Wan	1 642	1 556	1 552	1 563	1 539
Kwai Tsing	3 677	3 500	3 471	3 438	3 504
Islands	709	668	638	612	626
All districts	45 653	43 648	43 098	43 963	45 557

Notes: (1) Figures include government, aided and caput secondary schools, but not special schools.
(2) Figures reflect the position as at September of the respective school years.

Projected school-age population aged 12 residing in Hong Kong by district from the 2019/20 to 2021/22 school years

District	**2019/20**	**2020/21**	**2021/22**
Central & Western	1 800	1 700	1 700
Wan Chai	1 200	1 400	1 500
Eastern	3 800	4 400	4 700
Southern	1 900	2 500	2 200
Yau Tsim Mong	2 200	2 600	2 800
Sham Shui Po	3 100	4 000	4 100
Kowloon City	3 000	3 800	3 700
Wong Tai Sin	2 900	3 500	3 400
Kwun Tong	5 800	5 800	6 400
Sai Kung	3 600	3 800	4 000
Sha Tin	5 300	6 100	6 300
Ta Po	2 300	2 700	2 900
North	2 700	3 100	2 900
Yuen Long	4 700	5 600	5 900
Tuen Mun	3 600	4 400	4 300
Tsuen Wan	2 300	2 600	2 800
Kwai Tsing	3 600	4 000	4 400
Islands	1 300	1 500	1 500
All districts	**55 000**	**63 300**	**65 400**

Notes: (1) Figures in the above table are compiled with reference to the 2016-based Population Projections released by the Census and Statistics Department (C&SD) in September 2017 and the "Projections of Population Distribution 2018 – 2026" released by the Planning Department in June 2018.

(2) School-age population aged 12 is considered appropriate for secondary education (i.e. S1).

(3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 12 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under or over the age of 12 may also enroll at S1. The above figures do not include cross-boundary students.

(4) 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.

(5) Figures are rounded to the nearest hundred and may not add up to the respective total due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5370)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As mentioned in the Budget, the Education Bureau "will continue to monitor the supply and demand of international school places and facilitate the provision of school places as necessary for meeting the needs of the international community in Hong Kong, mainly through allocation of vacant school premises and greenfield sites for international school development". In this connection, please provide the following information for the last 5 years:

(a) in tabular form, the details on allocation of vacant school premises and greenfield sites for international school development (including school address, site area, name of organisation, rental, and estimated or current provision of school places).

(b) Please give details of government loans provided for international schools (including amount, tenor and interest rate of the loan and name of organisation).

(c) Quite a number of international schools currently offer school places on the condition that the applicants purchase such high-value derivative products as debentures or nomination rights. Does the Education Bureau have any monitoring system or measures in place to ensure that no organisation allocated vacant school premises or greenfield sites for international school development can profiteer through the above means? If yes, what are the measures and their effectiveness? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 189)

Reply:

(a) The Government is committed to developing a vibrant international school system through various measures mainly to meet the demand for international school places from non-local families living in Hong Kong or coming to Hong Kong for work or investment.

The Education Bureau (EDB) has allocated a total of five vacant school premises and three greenfield sites for international school development through School Allocation Exercises (SAEs) completed in 2013 and 2015. These eight new international school campuses have gradually commenced operations from the 2014/15 school year and will provide a total of some 6 000 places progressively.

Details of the above-mentioned international schools, including their names, the addresses, nature and site area of the allocated premises/sites, and the type of rent payable for the premises/sites are provided at the **Annex**. Same as other private schools, international schools may use their classrooms flexibly and adjust the provision of classes and places yearly according to school-based needs. Even though schools are requested to provide their number of school places for EDB's reference, we will not, as a standard practice, disclose the number of places available at individual schools to avoid misinterpretation of such information, which may have adverse impact on the schools.

(b) Under the existing policy, the Government may, upon application by the non-profit-making international school operator who has been allocated a site for international school development, offer capital assistance in the form of interest-free loan for the construction of school buildings. The loan, repayable in 10 years, is capped at 100% of the cost for constructing a standard-design public-sector school accommodating the same number of students. The loan application has to be approved by the Finance Committee of the Legislative Council. No such applications have been received in the recent five years.

(c) International schools are private schools, operating on self-financing and market-driven basis. In order to meet the financial needs in relation to teaching, school development, improvement of school facilities and infrastructure projects, international schools in general transfer the surplus from other schools (if applicable), arrange loans and implement capital scheme, etc. to raise the relevant funding. Examples of the capital schemes are issuance of nomination right, debentures, building levy, etc. It is understood that parents' participation in debenture or nomination rights schemes are generally on a voluntary basis, and the amounts collected will be repaid to parents in full or at the prevailing price when the students leave school. Under market-driven and the "user-pay" principles, the EDB has all along urged school sponsoring bodies to consult parents and stakeholders before introducing such schemes and clearly explain to them the justifications and specific arrangements (e.g. transfer and redemption policies and the related administrative fees) with a view to reaching consensus.

We note that the fund-raising schemes of private schools (including international schools) in Hong Kong have become more diverse nowadays. To ensure that schools' financial arrangements are in compliance with the regulatory requirements, we are collecting relevant information from schools to keep abreast of the latest development. The EDB will formulate appropriate follow-up measures having regard to all relevant factors and legal advice.

Annex

Name of international schools allocated vacant school premises or greenfield site, address, nature and site area of allocated premises/sites, and the type of rent payable for the premises/sites allocated through School Allocation Exercises completed in 2013 and 2015

Name of school	Address	Nature	Site Area (m^2) (approx.)	Type of rent[Note1]
2013 School Allocation Exercise completed in 2013				
Carmel School	460 Shau Kei Wan Road, Hong Kong	Vacant	3 380	Nominal
Nord Anglia International School, Hong Kong	11 On Tin Street, Lam Tin, Kowloon	Vacant	4 555	Nominal
The International Montessori School	Phase III, Ma Hang Estate, Stanley, Hong Kong	Vacant	4 730	Nominal
School Allocation Exercise completed in 2015				
American School Hong Kong	6 Ma Chung Road, Tai Po, New Territories	Vacant	5 770	Nominal
The Harbour School	Ap Lei Chau Estate Phase I, Ap Lei Chau, Hong Kong	Vacant	1 200	Nominal
French International School	28 Tong Yin Street, Tseung Kwan O, New Territories	Greenfield	8 200	N.A.[Note2]
Malvern College Hong Kong	3 Fo Chun Road, Tai Po, New Territories	Greenfield	6 147	N.A.[Note2]
Shrewsbury School	10 Shek Kok Road, Tseung Kwan O, New Territories	Greenfield	6 028	N.A.[Note2]

Note 1 According to the tenancy agreement, the rent cannot be disclosed without consent by the tenant. Hence, only the type of rent is provided in the table.

Note 2 The site concerned is made available by private treaty grant to the relevant school sponsoring body.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5371)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government inform this Committee of:

the list of non-governmental organisations and/or academic institutions that receive funding from the Education Bureau (EDB) to provide academic support programmes for all students from kindergarten to secondary levels from the 2014/15 to 2018/19 school years; and the details of each batch of funding including the programmes, funding amount, period covered, target group, total number of participating students, and number of participating non-Chinese speaking (NCS) students;

the list of non-governmental organisations or academic institutions that receive funding from the EDB to specifically provide programmes to support NCS students in learning Chinese Language and other subjects and to provide integration programmes for NCS children from the 2014/15 to 2018/19 school years; and the details of each batch of funding including the programmes, funding amount, period covered, target group and number of participating NCS students; and

How does the EDB monitor the effectiveness of these programmes? Does the EDB have a list of indicators to evaluate the programmes? If yes, please provide the list of indicators for Chinese Language support programmes. If no, please state the reasons. How could the progress of students be tracked? Has the EDB provided standard assessment tools? If yes, please provide the assessment tools. If no, please state the reasons.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 190)

Reply:

(a)

Apart from the education at schools, the Education Bureau (EDB) provides various support programmes to students such as Induction Programmes for newly-arrived children and young people, educational support programmes for non-Chinese speaking (NCS) students, School-based After-school Learning and Support Programmes for needy students, Life Education Activity Programmes to enhance primary students' awareness of health issues and the Summer Career-related Experience Scheme to provide opportunities for students to experience the actual working environment, etc. The funding for organising/running these programmes may channel through recurrent subvention to educational bodies, subsidies to organisers on application basis or fees to service providers commissioned through competitive procurement/tendering process. Owing to the large amount of information involved, we do not have ready information on all the non-governmental organisations (NGOs)/academic institutions that receive funding from the EDB for providing support programmes; as well as the related information on the details, amount of funding, durations, target participants, and the total numbers of students and NCS students participating in these programmes from the 2014/15 to 2018/19 school years.

(b) and (c)

The programmes funded by the EDB specifically for supporting NCS students' learning of Chinese and integration into the community from the 2014/15 to 2018/19 school years with details including the target participants, number of NCS students participating in the programmes and the amount involved are set out in the table below. As the support programmes vary in nature and target participants, evaluation and monitoring of these programmes is conducted by various means, such as observing the immediate responses of participants, conducting questionnaire surveys, meeting with service providers and requesting service providers to submit reports. The EDB attaches great importance to the quality of support programmes and will continue to review the programmes to ensure they meet the needs of participants.

NGOs/ Academic institutions	Target participants	Number of students supported in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 school years	Expenditure # ($ million)				
			2014/15	2015/16	2016/17	2017/18	2018/19*
2014/15 to 2017/18 school years: The University of Hong Kong (HKU) 2018/19 school year: HKU School of Professional and Continuing Education To offer remedial programmes after school hours and during holidays at the Chinese Language Learning Support Centres for those NCS students who have a late start in learning the Chinese language	NCS students in primary and secondary schools	About 970 (2014/15) About 970 (2015/16) About 1060 (2016/17) About 720 (2017/18) About 810 (2018/19)	3.8	3.7	3.9	4.7	3.3
District-based Project on Supporting NCS Children in Learning Chinese (i) The Hong Kong Christian Service (ii) The HKSKH Lady MacLehose Centre To motivate NCS children to learn Chinese through fun activities such as visits, games and creative art, etc.	NCS children aged 3 to 9 in localities with a greater concentration of NCS students	About 400 per year	1.1	2.4	1.2	1.7	4.3
Caritas - Hong Kong To organise the "Pilot Project on Providing Career-related Experience for NCS students in Secondary Schools"	NCS students of senior secondary levels	About 600 per year	Not applicable (the programme commenced in the 2015/16 school year)	1.9	2.4	2.0	Not Applicable (the programme was implemented up to the 2017/18 school year)

NGOs/ Academic institutions	Target participants	Number of students supported in the 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 school years	Expenditure # ($ million)				
			2014/15	2015/16	2016/17	2017/18	2018/19*
Caritas - Hong Kong To organise the "Programme on Providing Life Planning Education for NCS students in Secondary Schools"	NCS students studying in secondary schools	About 310 (2018/19)	Not applicable (the programme commenced in the 2018/19 school year)				0.7
(i) The University of Hong Kong (for kindergartens, and primary and secondary schools) (ii) The PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University (for primary schools only) To organise school-level University-School Support Programmes (USP) for kindergartens, primary and secondary schools in respect of the learning and teaching of Chinese for NCS students	Kindergartens/ primary schools/ secondary schools admitting NCS students which have applied for this support programme+	The USP are provided at school level and the number of students supported is not available	11.1	8.5	15.5	4.1	5.5
Hong Kong Polytechnic University To provide courses under the Pilot Scheme on Workplace Chinese Language Programme from the 2011/12 to 2014/15 school years to enhance NCS students' competitiveness in the workplace	NCS students studying in secondary schools	About 70 (2014/15)	0.2	Not Applicable (the programme was implemented up to the 2014/15 school year)			

\# Rounded to the nearest one decimal place

* Estimated figures

\+ The University-School Support Programme for secondary schools was completed in the 2014/15 school year

Notes:

Eligible schools admitting NCS students are provided with additional recurrent funding to support NCS students in learning the Chinese language. With the additional funding and schools' deployment of resources, it was common for schools to offer Chinese language programmes in collaboration with NGOs and/or academic institutions. The relevant expenses were already subsumed under the overall expenditure of the schools and a breakdown of expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5375)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

At present, there are about 850 ordinary public sector schools in the territory and only about 200 of them were built according to the prevailing standards. Please provide the following information for the 2014/15 to 2019/20 school years, with a breakdown by primary school, secondary school and special school:

(1) What is the number of schools that were not built according to the prevailing standards in each of the school years?

(2) What is the respective number of matchbox-style school premises located in public housing estates and non-public housing estates in the territory?

(3) The Bureau implemented 5 improvement measures for the matchbox-style school premises located in public housing estates in 2017. Why were the special schools that also operated in matchbox-style school premises in public housing estates excluded from the improvement measures? What is the number of these special schools involved? What plans are in place to upgrade the premises of these special schools to the prevailing standards?

(4) Apart from the schools operating in matchbox-style school premises, what plans or measures are in place to assist schools not built according to the prevailing standards in upgrading their school premises to conform to the current standards?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 194)

Reply:

(1) At present, there are about 850 ordinary public sector primary and secondary schools in the territory. Their premises were built in different periods in accordance with the building standards at the time of construction and facilities in the premises vary. While the standards have been changing over the years, existing school premises in operation are required to comply with prevailing statutory requirements. As at March 2019, about 200 of them were built according to prevailing standards. The public sector school premises built from 2014-15 to 2018-19 and the construction of public sector schools scheduled for 2019-20 comply with the prevailing standards.

(2), (3) and (4) Among the schools built in different periods, some are cuboidal-shaped premises constructed between mid-1960s and 1980 in public housing estates for primary school use. These school premises are often referred to as "matchbox-style school premises". Following the reprovisioning of one public sector primary school previously operating in "matchbox-style school premises" to a vacant school premises (VSP) in September 2018, there are at present 27 public sector primary schools operating in "matchbox-style school premises". Among these 27 schools, 6 have been allocated new school premises or VSP through the School Allocation Exercises (SAE) for reprovisioning or expansion.

We understand that the community is concerned about conditions of facilities at old school premises. Over the years, the Education Bureau (EDB) has put in place various measures to enhance school facilities, having regard to the needs of schools, for improving the teaching and learning environment. These measures mainly include the completed School Improvement Programme (SIP), the existing reprovisioning programme, redevelopment/extension programme, as well as the annual major repair and emergency repair mechanism.

The SIP implemented between 1994 and 2006 aimed at progressively improving the teaching and learning environment of schools so as to provide additional space and facilities for teaching, out-of-class activities and supporting services for both teachers and students. Phases One to Three of the SIP focused on upgrading the schools' teaching, learning and administration facilities. Phase Four and the Final Phase aimed to upgrade the schools' facilities to the prevailing standards where technically feasible. The scope of improvement works for individual schools under the SIP varied according to the schools' vision and mission, characteristics, the facilities in place and site conditions. Over 700 public sector schools (including special schools) built according to the planning standards when the schools were constructed have their school facilities enhanced under the SIP as far as technically feasible. Some of them even upgraded their facilities to the prevailing standards. Moreover, to cater for the implementation of the New Senior Secondary Academic Structure and the "improvement measures to extend years of study" in special schools, the EDB is providing additional classrooms and/or related facilities for the relevant schools by phases.

For reprovisioning of existing schools to new school premises on reserved school sites or suitable VSP, allocation is generally done through open, fair and competitive bidding under SAE. The EDB conducts SAE for reprovisioning purpose from time to time. All eligible School Sponsoring Bodies (SSBs) in the territory can submit applications. Applications are assessed by the School Allocation Committee (comprising both official and non-official members), with quality of education being the prime consideration. Other factors, including the operation track records of the SSBs concerned, the proposed school plans after relocation, the conditions of the existing school premises, etc. will also be considered. Schools may take into account their school-based considerations and consider if they would like to submit application for reprovisioning under the prevailing competitive-based school allocation mechanism. In the recent 5 years (2014 to 2018), we have allocated through SAE a total of 9 new school premises to be built on reserved school sites/VSP for the purpose of reprovisioning/physical extension of existing schools. The EDB will continue to actively identify suitable sites and VSP for reprovisioning and expedite school allocation under the established arrangements, with a view to improving the teaching and learning environment of existing schools.

As regards in-situ redevelopment/extension projects, interested schools would indicate their intention for redevelopment/extension to the EDB. As always, we will thoroughly consider each proposal for in-situ redevelopment/extension according to a set of eligibility criteria, including the age and physical condition of the school premises concerned, technical feasibility of in-situ redevelopment/extension, quality of education service, sustainability of the school concerned, availability of suitable premises for decanting (if applicable), and the supply and demand of school places in the district concerned. We also need to take into account the manpower available and foreseeable commitment on school construction, as well as the capacity of the construction sector as anticipated on the basis of past experience. Whether additional projects will be taken up will also depend on the progress of the school building projects in hand, and the funding availability under the Public Works Programme.

In addition, based on the consensus reached with the sector earlier on, the EDB is carrying out improvement works for the above primary schools operating in “matchbox-style school premises”, with a focus on addressing the problems arising from the unique architectural design of those premises. The improvement works have commenced progressively since the summer of 2017 and are scheduled for completion by the summer of 2019. Under this programme, our works consultants have also explored technically feasible means for more flexible use of existing space, such as minor internal conversion and installation of moveable partition walls to turn existing facilities into temporary special rooms. We are following up the relevant works progressively in accordance with the schools’ indications and needs, with a view to improving the teaching and learning environment within the constraints of space and existing building design.

Taking into account the experience from the aforementioned “matchbox-style school premises” improvement programme and views of different stakeholders (including the Hong Kong Aided Primary School Heads Association and the Subsidized Primary School Council), we are preparing to conduct similar minor internal conversions at other school

premises (including special schools) constructed according to past building standards to facilitate more flexible use of existing space by schools, thereby enhancing the teaching and learning environment and efficacy. We have reserved $1 billion to take forward the said improvement works programme. Schools may propose conversion works to the EDB in the upcoming 2 years, based on the conditions of their premises and needs. We have issued the relevant letter to all schools in late March 2019 and arranged briefing sessions in April 2019 to explain the detailed arrangements of the programme, as well as to share the experience from similar improvement works in "matchbox-style school premises" for schools' reference.

Meanwhile, the EDB will continue to enhance school facilities and improve the teaching and learning environment in accordance with the schools' needs through the annual major repair and emergency repair mechanism. The Government has reserved a non-recurrent subvention of about $1.5 billion in 2019-20, comparable to that of 2018-19, for major repairs (applicable to both aided schools and Direct Subsidy Scheme schools) and emergency repairs (applicable to aided schools only).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5376)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information in respect of primary, secondary and special schools for the school years from 2014/15 to 2019/20.

1. How many school premises are housing 2 different schools at once? Please provide the numbers and the names of the schools concerned, as well as the ages and sizes of the school premises.

2. How many schools are using 2 or more school premises at once? Please provide the numbers and the names of the schools concerned, as well as the ages and sizes of the school premises.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 195)

Reply:

According to section 3(1) of the Education Ordinance, school premises includes school recreation rooms, residential facilities, playing fields and playing grounds, and any other places used for the purposes of a school. Some schools are now sharing/used to share school premises with other schools (e.g. sharing different parts of the same building, playing fields, swimming pools, passages or playing grounds), or are using/used more than 1 school premise for various reasons, such as design of school premises, operational needs or other historical factors. The Education Bureau does not have the statistics requested.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5377)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is the planning target of the Education Bureau (EDB) since 2006 to carry out no more than 5 in-situ redevelopment projects per year. In 2015, the EDB indicated that the respective mechanism was under review. Please provide the following information:

1. the number and the list of schools undergoing redevelopment and scheduled for redevelopment in each of the school years from 2014/15 to 2019/20, as well as the expenditure involved in the in-situ redevelopment of each school; and

2. the progress and findings of the respective review.

3. In November 2017, the EDB informed the Kowloon City District Council that 7 in-situ redevelopment projects were in the pipeline and funding had been secured for 3 of them. Please give the list of the schools involved in these 7 in-situ redevelopment projects and advise of the time when the schools formally submitted an application for redevelopment to EDB. What are their justifications for redevelopment, the building age and site area, and the funding involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 196)

Reply:

Over the years, the Education Bureau (EDB) has put in place various measures to enhance school facilities according to the needs of the schools for improving the teaching and learning environment. These measures mainly include the completed School Improvement Programme, the existing reprovisioning programme, redevelopment/extension programme, as well as the annual major repair and emergency repair mechanism.

As regards in-situ redevelopment/extension projects, interested schools would indicate their intention for redevelopment/extension to EDB. As always, we will thoroughly consider each proposal for in-situ redevelopment/extension according to a set of eligibility criteria, including the age and physical condition of the school premises concerned, technical feasibility of in-situ redevelopment/extension, quality of education service, sustainability of the school concerned, availability of suitable premises for decanting (if applicable), and the supply and demand of school places in the district concerned. We also need to take into account the manpower available and foreseeable commitment on school building, as well as the capacity of the construction sector as anticipated on the basis of past experience. At present, we are planning in-situ redevelopment/extension projects for 6 ordinary public sector schools and funding approval has been obtained for 4 of them. We may take up more projects, having regard to the progress of the school building projects in hand, the funding availability under the Public Works Programme in recent years and the request for redevelopment from schools.

Projects for in-situ redevelopment/extension of ordinary public sector primary and secondary schools with funding approved by the Finance Committee (FC) of the Legislative Council in the years from 2014-15 to 2018-19, as well as those under planning, are tabulated below:

No.	**Financial year in which funding was approved**	**Nature of works and name of school**	**Age of original school premises (no. of years) (Note 1)**	**Site area of original school premises (rounded to the nearest hundred m^2) (Note 2)**	**Estimated cost of school building works ($million)**
1	2014-15	Extension of Baptist Lui Ming Choi Secondary School	41-50	5 000	148.8
2	2016-17	Extension and conversion of St. Paul's Primary Catholic School	>60	3 800	467.8
3	2018-19	Partial in-situ redevelopment of Sai Kung Sung Tsun Catholic School (secondary section)#	51-60	10 100 (including primary and secondary sections)	28.9
4	2018-19	Extension of Munsang College	>60	15 500 (including kindergarten, primary and secondary sections)	81.4
5	Not applicable	Partial redevelopment of Hong Kong Chinese Women's Club College#	41-50	4 600	To be confirmed

No.	Financial year in which funding was approved	Nature of works and name of school	Age of original school premises (no. of years) (Note 1)	Site area of original school premises (rounded to the nearest hundred m^2) (Note 2)	Estimated cost of school building works ($million)
6	Not applicable	Redevelopment of Wa Ying College#	41-50	4 500	To be confirmed

Note 1: The age of the original school premises is only a rough estimate based on the records available to the EDB and on-line information. The figures are for reference only.

Note 2: The site area of the original school premises is only a rough estimate based on the records available to the EDB and on-line information. The figures are for reference only.

The project is undergoing preliminary works or detailed design.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5381)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective numbers and percentages of staff members employed under the Old Remuneration Package, New Remuneration Package and Short-term Contract (with contract period) in each member institution of the Vocational Training Council by major staff category (teaching staff, technical and supporting staff, professional and executive staff, and other supporting staff) and terms of appointment between the 2014/15 and 2018/19 academic years. What are the figures expected for the 2019/20 academic year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 200)

Reply:

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. Hence, the VTC is unable to provide breakdowns of the number and percentage of staff members in different member institutions. Between the 2014/15 and 2018/19 academic years, the total number of staff in major staff categories (teaching staff and administrative and supporting staff) employed by the VTC under the New Remuneration Package, Old Remuneration Package and Short-Term Contract and their respective percentages (as compared to the total number of staff) are as follows:

Academic Year	Staff Category	Number of staff employed under			Total Number of staff
		Old Remuneration Package	New Remuneration Package	Short-term Contract [Note]	
2014/15	Teaching Staff	803 (13.9%)	1 542 (26.7%)	460 (8.0%)	5 765
	Administrative and Supporting Staff	1 173 (20.3%)	1 353 (23.5%)	434 (7.5%)	
2015/16	Teaching Staff	757 (12.9%)	1 626 (27.6%)	509 (8.6%)	5 883
	Administrative and Supporting Staff	1 118 (19.0%)	1 498 (25.5%)	375 (6.4%)	
2016/17	Teaching Staff	706 (11.9%)	1 666 (28.1%)	483 (8.2%)	5 921
	Administrative and Supporting Staff	1 069 (18.1%)	1 626 (27.5%)	371 (6.3%)	
2017/18	Teaching Staff	610 (10.5%)	1 680 (28.8%)	471 (8.1%)	5 830
	Administrative and Supporting Staff	992 (17.0%)	1 674 (28.7%)	403 (6.9%)	
2018/19	Teaching Staff	542 (9.5%)	1 648 (28.8%)	470 (8.2%)	5 726
	Administrative and Supporting Staff	945 (16.5%)	1 758 (30.7%)	363 (6.3%)	

Note: More than 70% of the contracts are for one academic year.

The total number of staff in the 2019/20 academic year is expected to be comparable to that of the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5384)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Are member institutions of the Vocational Training Council (VTC) following a set of common standards when formulating employment, dismissal and welfare policies and staff code of conduct? If yes, please briefly describe the VTC's human resource management system. If no, please briefly explain the differences in human resource management policies between different member institutions of the VTC and the reasons that contribute to such differences.

2. What process do member institutions of the VTC have to undergo to formulate their own human resource management policies? Will they consult with the VTC and their labour unions?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 203)

Reply:

Covering such matters as appointment of staff, remuneration and benefits, manpower planning, performance appraisal and manpower development, etc., the human resource management system and policies of the Vocational Training Council (VTC) are founded on the principles of fairness, openness and impartiality in accordance with the current legislative requirements and in the light of the VTC's operational and developmental needs. These criteria are applicable to all member institutions of the VTC. Staff remuneration and benefits are determined based on ranks and related terms of appointment, such as the Old Remuneration Package, New Remuneration Package and Short-term Contract. The terms of appointment for staff of the same rank employed under the same remuneration package are identical.

When formulating human resource management policies, the VTC will take into account its operational and development needs, financial position and other relevant factors. The policies will be deliberated and approved through the established procedures, which generally include reviewing all relevant factors, drawing up policy directions and implementation details, submitting recommendations for the consideration, discussion and approval of relevant approving officers or committees (e.g. the Administration Committee and the Council of the VTC). Throughout the process, the VTC will listen to employees' views through different communications platforms (e.g. focus groups). Individual employees and staff unions can participate in the process.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5385)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the approval of time-limited schools since 2014, please provide the following information for the period from the 2013/14 school year to the next school year:

1. For each school year, the list of approved time-limited schools, the floor area and age of their school premises, the then refurbishment costs of these school premises, the respective provision approved for emergency and major repair works;

2. For each time-limited school, the commencement date of operation, current class structure and class size;

3. The number of students with special educational needs admitted to these schools and its percentage in the school's total student enrolment; and

4. The respective number of students in receipt of the Comprehensive Social Security Assistance, full grant or half grant, and its percentage in the school's total student enrolment.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 204)

Reply:

1. In the school years between 2013/14 and 2019/20, the Education Bureau (EDB) allocated a total of 5 vacant school premises via the School Allocation Exercise (SAE) in 2014 and 2017 for the operation of time-limited aided primary schools and time-limited expansion of existing aided primary schools. Details are set out in the table below:

Cycle of SAE	**Name of school allocated with school premises**	**Address of school premises**	**Area of vacant school premises (rounded to the nearest hundred m^2)**	**Year of completion of school premises**	**Approved project estimate for school premises repairs* ($ million)**	**Approved total project estimate for emergency and major repairs in each of the ensuing financial years ($ million)**
2014	Christian & Missionary Alliance Sun Kei Primary School (Ping Shek)	Estate School No.2, Ping Shek Estate, Kwun Tong	3 100#	1970	26.931	2015-16: 0.02 2016-17: 0.16 2017-18: 0.83 2018-19: 0.16
2014	The Mission Covenant Church Holm Glad No. 2 Primary School	Estate Primary School No.1, Shun On Estate, Kwun Tong	3 200#	1980	25.684	2015-16: no application made by school 2016-17: 0.03 2017-18: 0.03 2018-19: 0.07
2014	C. C. C. Fong Yun Wah Primary School	Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai	6 300#	1995	16.308	2015-16: no application made by school 2016-17: 0.01 2017-18: 0.43 2018-19: 0.17
2017	NTWJWA Christian Remembrance of Grace Primary School	Tai Yuen Estate, Tai Po	5 200#	1980	29.950	2018-19: no application made by school
2017	The ELCHK Faith Lutheran School (Second Campus)	221 Nam Cheong Street, Shek Kip Mei, Kowloon	2 200	1960	29.950	2018-19: no application made by school

\# Area of school premises within public housing estates under the Hong Kong Housing Authority/Hong Kong Housing Society refers to the internal floor area of the school premises, and is indicated by (#) in the table above.

* Works for the projects have been completed. Since the account finalisation of the projects are still underway, the respective project costs provided in the above table are the approved project estimate.

2. The commencement date of operation of the above time-limited schools and their class structure in the 2018/19 school year are set out in the table below:

Name of school	Commencement date of operation	Approved no. of classes						
		P1	P2	P3	P4	P5	P6	Total
Christian & Missionary Alliance Sun Kei Primary School (Ping Shek)	September 2015	7	9	5	3	0	0	24
The Mission Covenant Church Holm Glad No. 2 Primary School	September 2015	4	6	3	4	3	4	24
C. C. C. Fong Yun Wah Primary School	September 2015	4	6	5	3	0	2	20
NTWJWA Christian Remembrance of Grace Primary School	September 2018	5	0	0	1	1	0	7
The ELCHK Faith Lutheran School#	September 2018	4	2	3	3	4	2	18

Note: Figures reflect the position as at September 2018.

The ELCHK Faith Lutheran School was allocated the school premises at 221 Nam Cheong Street for time-limited expansion. The time-limited section of the school started operation in the 2018/19 school year. The figures provided reflect the position of the entire school.

The EDB conducts Student Enrolment Survey annually to collect from schools data about individual students. Schools are aware of and consent to EDB's use of the data collected for statistical, planning, research or other education-related purposes. Given such pre-determined purposes, and the fact that the data are provided by schools and the disclosure of information about the number of students in individual schools might create a labelling effect, we have been adopting a cautious approach and adhering to the established practice of not disclosing information about the number of students in individual schools.

3. The philosophy underlying integrated education (IE) is to allow students with special educational needs (SEN) to study with other students together and expect others to treat students with SEN without prejudice or discrimination. Disclosing the number of students with SEN in individual schools would in effect single them out. This is against the principle of inclusion, and this may also result in the unnecessary labelling effect that will affect the implementation of IE by the EDB and schools. Besides, the number of students with SEN studying in a school has no relationship with whether the school is a time-limited one. As such, the EDB is unable to provide the number of students with SEN admitted to the schools concerned and their percentage in the total student enrolment of these schools.

4. To avoid unnecessary misconception and possible labelling on individual schools, we have been adopting a cautious approach and adhering to the established practice of not disclosing information about the number of students receiving the Comprehensive Social Security Assistance and the number of students receiving full grant or half grant under student financial assistance schemes in individual schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5386)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the number of places, estimated intakes, actual intakes, unit cost as well as the tuition fees of the publicly-funded programmes offered by the Vocational Training Council by institution, programme and year of study over the past 5 years (i.e. from 2014/15 to 2018/19 academic years).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 205)

Reply:

The number of planned places for new intakes and actual intakes of subvented full-time programmes offered by the Vocational Training Council from the 2014/15 to 2018/19 academic years are as follows:

		2014/15 Academic Year		2015/16 Academic Year		2016/17 Academic Year		2017/18 Academic Year		2018/19 Academic Year	
		Planned Places	Intake	Planned Places	Intake	Planned Places	Intake	Planned Places	Intake	Planned Places	Intake
Hong Kong Institute of Vocational Education / Hong Kong Design Institute / Youth College	Higher Diploma	9 330	10 451	9 330	10 763	9 300	10 800	9 300	9 289	9 300	9 439
	Diploma of Foundation Studies	3 000	3 752	2 940	4 086	2 940	3 750	3 210	4 178	3 300	4 113
	Diploma of Vocational Education	4 000	4 192	3 958	4 240	3 930	4 458	3 700	3 799	3 640	3 910
Hotel and Tourism Institute / Chinese Culinary Institute / International Culinary Institute	Diploma/ Certificate	1 445	1 162	1 227	968	978	945	1 240	1 016	1 142	1 031
Total		17 775	19 557	17 455	20 057	17 148	19 953	17 450	18 282	17 382	18 493

The average cost of subvented full-time programme places from the 2014/15 to 2018/19 academic years is as follows:

Academic Year	Higher Technician / Technician Level ($)	Craft Level ($)
2014/15	85,000	71,500
2015/16	87,300	75,200
2016/17	89,200	77,000
2017/18	93,800	82,900
2018/19 (Revised Estimate)	99,800	88,300

The tuition fees of subvented full-time programmes from the 2014/15 to 2018/19 academic years are as follows:

	2014/15 to 2018/19 Academic Years ($)
Higher Diploma	30,800 to 31,570
Diploma of Foundation Studies	20,500
Diploma of Vocational Education	20,500*
Diploma / Certificate	2,900 to 16,700

* Tuition fees for Diploma of Vocational Education apply to Secondary 6 graduates who enrol in a 1-year programme and are waived for students who enrol in a 3-year programme upon completion of Secondary 3.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5387)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government states that it will provide public sector and Direct Subsidy Scheme primary, secondary and special schools with additional resources starting from the 2019/20 school year "to strengthen the administrative support for schools and their management committees with a view to strengthening school-based management and at the same time reducing the administrative work of teachers and principals so that they may focus on teaching and have more time to take care of students' development". Please inform this Committee of the detailed plan for the provision of additional resources, including policy objectives, implementation schedule, estimated expenditure, amount of subsidy for each school, how the subsidy will be disbursed and the related conditions and restrictions, number of school beneficiaries, administrative costs and number of newly created posts by post titles.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 206)

Reply:

Starting from the 2019/20 school year, the Government will provide all public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) with additional resources to strengthen the administrative support for schools and their management committees. About 1 000 schools will benefit from the initiative, and the additional expenditure involved is around $570 million each year.

The Education Bureau (EDB) will implement the "One Executive Officer for Each School" policy in public sector schools and DSS schools starting from the 2019/20 school year. These schools will be provided with resources for hiring additional administrative manpower. We expect that the increased administrative manpower will help reduce the administrative work of teachers and principals so that they could focus more on teaching and taking care of students' development, enabling schools to review their school-based administrative arrangements and requirements, streamline administrative procedures, and strengthen school administrative support and efficacy, thereby enhancing the quality of school management. Aided schools (including special schools) may opt to create a regular School Executive Officer (School ExO) post or receive the School Executive Officer Grant (SEOG). The amount of the SEOG is benchmarked against the mid-point salary of a civil service Executive Officer II ($507,960 per annum for the 2018-19 financial year) and subject to annual adjustment according to the mid-point salary of civil service Executive Officer II. The SEOG is disbursed to government and aided schools by two instalments in September and April every school year. As for caput and DSS schools, the relevant expenses are included in the calculation of the Fee Subsidy for schools and incorporated into the DSS unit subsidy rate respectively.

Schools are required to recruit at least one full-time School ExO with a local bachelor's degree (or equivalent), regardless of whether they choose to create a regular School ExO post or receive the SEOG. Schools receiving the SEOG may procure school administration-related service from service provider(s) which should include the provision of at least one full-time school-stationed School ExO with a recognised degree. It is estimated that a total of around 1 000 School ExO posts can be provided in this regard.

Besides, the EDB will provide recurrent subvention for the above schools to support the operation of their management committees, such as organising meetings and election of school managers, and strengthening training for school managers/members of management committees. In the 2019/20 school year, the subsidy for each public sector school will be $50,000 per year. Relevant details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5687)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the total number of schools admitting non-Chinese speaking (NCS) students and, by school type and funding mode, the number of schools admitting NCS students ranging from "1 to 9", "10 to 25", "26 to 50", "51 to 75", "76 to 90" to "91 or above" for the recent 5 schools years, as well as the amount of additional funding per school in relation to the number of NCS students admitted.

Regarding the additional funding provided according to the number of students, the Office of the Ombudsman mentioned that the difference of only 1 student admitted could mean a difference of 16 times in the additional funding provided. Please provide the number of schools that admitted 9 and 10 NCS students in the past 5 school years, account for the above situation and provide solutions.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 207)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools to currently over $200 million per year, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), which was drawn up in consultation with teachers and language experts, in primary and secondary schools and the creation of an inclusive learning environment in schools.

Regarding the additional funding for schools, we have, in light of past practice and experience, including the relevant funding model in the past, categorised schools into two types, viz. schools admitting a handful of NCS students (i.e. 1 to 9 NCS students) and schools admitting more NCS students (i.e. 10 or more NCS students). When formulating respective funding arrangements, we have taken into consideration the different situations of Chinese learning among NCS students in these two types of schools.

Starting from the 2014/15 school year, all public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from $0.8 million to $1.5 million per year depending on the number of NCS students admitted. The funding mainly enables schools to deploy additional manpower for the implementation of the "Learning Framework" which includes assigning a dedicated teacher to coordinate the implementation of the "Learning Framework" and providing their NCS students with diversified intensive learning and teaching modes, such as pull-out teaching, split-class/group learning, increased Chinese Language lessons, cross-curricular Chinese Language learning, after-school support, etc., as well as strengthening schools' communication with parents of NCS students with a view to enhancing NCS students' effectiveness in learning the Chinese language through home-school co-operation and creating an inclusive learning environment in schools. From the 2014/15 to 2018/19 school years, the number of the schools concerned is 173, 197, 216, 228 and 241 respectively.

As regards schools admitting a handful (i.e. 1 to 9) of NCS students, with most of which admitting less than 4 NCS students, they can generally provide an immersed Chinese language environment in schools which is conducive to NCS students' learning of the Chinese language. According to past experience, should individual NCS students need assistance, these schools normally adopted after-school support to consolidate what they had learnt in classes. In view of this, starting from the 2014/15 school year, these schools may apply for an additional funding of $50,000 on a need basis. The funding amount was calculated according to the market wage rate of an after-school support tutor and the number of after-school support classes generally offered in a school year with reference to the time-limited Project of After-school Extended Chinese Learning for NCS Students funded by the Language Fund and implemented from the 2010/11 to 2013/14 school years. Under the Project, schools offering after-school support to 15 to 19 NCS students were provided with an additional funding of $50,000 per year. Schools provided with the additional funding can make good use of their immersed Chinese language environment, draw up holistic plans that dovetail with existing measures and resources in light of their school-based circumstances. From the 2014/15 to 2018/19 school years, the number of public sector schools and DSS schools offering the local curriculum and admitting 1 to 9 NCS students is 414, 410, 382, 387 and 391 respectively, among which 58, 83, 179, 213 and 213 (provisional) have been provided with the above-mentioned funding.

The number of primary and secondary schools provided with the above-mentioned funding (with breakdown by school funding mode and number of NCS students ranging from "1 to 9", "10 to 25", "26 to 50", "51 to 75", "76 to 90" to "91 or above") and the amount of additional funding from the 2014/15 to 2018/19 school years are tabulated at Annex.

Besides, starting from the 2014/15 school year, special schools admitting 6 to 9 NCS students and offering an ordinary school curriculum, and special schools admitting 6 or more NCS students and offering an adapted curriculum are provided with an additional funding of $0.65 million. The funding model for special schools admitting 10 or more NCS students and offering an ordinary school curriculum is the same as that for ordinary schools mentioned above. Special schools admitting a handful of NCS students (i.e. 1 to 5) are also provided with an additional funding of $50,000 on a need basis to offer after-school support programmes in learning Chinese. From the 2014/15 to 2018/19 school years, the number of special schools admitting 6 or more NCS students and offering an ordinary school curriculum is 7, 6, 6, 5 and 5 respectively; the number of special schools admitting 6 or more NCS students and offering an adapted school curriculum is 16, 19, 18, 20 and 20 respectively; and the number of special schools admitting 1 to 5 NCS students is 25, 24, 26, 26 and 25 respectively, among which 8, 9, 14, 16 and 16 (provisional) have been provided with the above-mentioned additional funding.

In order to optimise the use of public funds, the Government has to set relevant criteria as to whether schools are eligible for the additional funding. As regards the relevant education support for NCS students, since the support measures provided by schools are based on the learning needs of their NCS students who are arranged in groups/classes according to their progress and proficiency in Chinese learning, the adoption of a tiered funding model can better meet the operational needs of schools. While it is more objective to set the funding tiers according to the number of NCS students admitted, it is inevitable to set dividing lines. Regardless of the levels at which the dividing lines are set, the difference of only 1 student will affect schools' eligibility and the funding amount involved. The number of schools provided with the additional funding, by the existing additional funding tier and additional funding amount, in the past 5 years is set out at Annex. EDB will draw on the actual experience in implementation, maintain communication with relevant stakeholders, and review the relevant measures as necessary.

Annex

Number of primary and secondary schools provided with the additional funding (by school funding mode and number of non-Chinese speaking (NCS) students ranging from "1 to 10", "10 to 25", "26 to 50", "51 to 75", "76 to 90" and "91 or above") and the amount of additional funding from the 2014/15 to 2018/19 school years

School year	Number of NCS students	Amount of additional funding ($ million)	Primary school				Secondary school				
			Government	Aided	DSS	Total	Government	Aided	Caput	DSS	Total
2014/15	1 – 9	0.05	1	24	0	25	1	30	0	2	33
	10 – 25	0.80	4	42	3	49	3	25	0	8	36
	26 – 50	0.95	0	17	1	18	0	5	0	6	11
	51 – 75	1.10	0	4	2	6	0	2	0	2	4
	76 – 90	1.25	0	2	1	3	0	1	0	0	1
	91 or above	1.50	3	18	3	24	1	10	0	10	21
2015/16	1 – 9	0.05	2	32	0	34	3	40	0	6	49
	10 – 25	0.80	4	49	4	57	3	33	0	5	41
	26 – 50	0.95	1	17	3	21	0	5	0	8	13
	51 – 75	1.10	0	6	0	6	0	6	0	1	7
	76 – 90	1.25	0	1	1	2	0	0	0	0	0
	91 or above	1.50	3	20	3	26	1	11	0	12	24
2016/17	1 – 9	0.05	6	85	1	92	6	72	0	9	87
	10 – 25	0.80	7	51	3	61	3	39	0	6	48
	26 – 50	0.95	1	18	2	21	1	11	0	7	19
	51 – 75	1.10	0	6	1	7	0	5	0	1	6
	76 – 90	1.25	0	3	1	4	0	1	0	0	1
	91 or above	1.50	3	19	3	25	1	11	0	12	24
2017/18	1 – 9	0.05	7	98	2	107	5	95	1	5	106
	10 – 25	0.80	8	51	4	63	3	46	0	7	56
	26 – 50	0.95	1	20	1	22	1	9	0	6	16
	51 – 75	1.10	0	7	1	8	0	3	0	4	7
	76 – 90	1.25	0	2	0	2	0	2	0	0	2
	91 or above	1.50	3	20	4	27	1	12	0	12	25
2018/19	1 – 9	0.05	7	103	2	112	8	85	1	7	101
	10 – 25	0.80	7	49	3	59	3	48	0	7	58
	26 – 50	0.95	1	27	3	31	1	14	0	6	21
	51 – 75	1.10	0	7	0	7	0	5	0	5	10
	76 – 90	1.25	0	2	0	2	0	3	0	1	4
	91 or above	1.50	3	21	4	28	1	10	0	10	21

Notes:

1. Figures include NCS students in public sector schools and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include students in special schools.
2. Figures for the 2018/19 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5688)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the provision of Life-wide Learning Grant to public sector primary, secondary and special schools, please provide the respective number of schools receiving the grant under the scheme, the number of students benefited from the grant, the amount of grant for each school, the criteria for providing the grant, the administration cost incurred and number of posts created as a result of the provision of the grant, by different types of primary, secondary and special schools. Please also give an account of how the grant has been used and its effectiveness.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 208)

Reply:

It is proposed in the 2018 Policy Address that a new recurrent Life-wide Learning Grant with an annual provision of $900 million will be provided to public sector schools and schools under the Direct Subsidy Scheme (DSS) starting from the 2019/20 school year, to support them to take forward, on the present foundation, life-wide learning with enhanced efforts through organising more out-of-classroom experiential learning activities in various curriculum areas such as the humanities, STEM education, physical and aesthetic development, and moral and civic education, so as to provide students with more lively and enriched learning experiences as well as opportunities to apply what they have learnt. We are now collecting views from the school sector for formulating the guidelines on the use of the Grant. The Grant is applicable to all students studying in public sector and DSS schools. As the above measure has not yet been implemented, the relevant information is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5689)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective number of schools under the Learning Support Grant, the Intensive Remedial Teaching Programme and the Integrated Education Programme, and total amount of subvention in the past 5 school years. Please also provide details of each measure, including criteria and arrangements for disbursement of grant and the ceiling of grant. Under prevailing policies, is there a ceiling on the number of students with special educational needs that may be admitted to each public sector school? If yes, what is the ceiling? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 209)

Reply:

To help public sector mainstream primary and secondary schools support students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention, has been providing schools with additional resources, professional support and teacher training. At present, the additional resources include provision of grants (Learning Support Grant (LSG) as the major one) and additional teachers or teaching assistants under different programmes (including Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme). Generally speaking, LSG is calculated on the basis of the number of students with SEN and academic low achievers (applicable to primary schools) and the tier of support the students require. Schools may use LSG for employment of additional teachers/teaching assistants and procurement of services to render school-based support services for the students concerned. A ceiling has been set on LSG. Schools should pool and deploy the grant and other school resources flexibly and holistically to render appropriate support for students with SEN according to their individual conditions and needs. Starting from the 2017/18 school year, LSG covers students with mental illness so that schools can have additional resources to enhance the support for these students. Schools implementing IRTP will be provided with additional teachers according

to the number of students with low academic achievement, intellectual disability (ID) and specific learning difficulties, with a view to providing intensive remedial support to these students. For schools implementing IE Programme, they will be provided with additional teachers/learning support assistants and recurrent grant according to the number of students with ID, autism spectrum disorders, physical disability, visual impairment and hearing impairment, so as to support the students concerned through the Whole School Approach.

The number of schools adopting LSG, IRTP and IE Programme and the expenditure involved in the past 5 years (from the 2014/15 to 2018/19 school years) are set out at Appendix, which covers schools adopting Mixed Mode (i.e. receiving LSG and implementing an IRTP) and schools adopting Migration Mode (i.e. receiving LSG and implementing an IRTP, and migrating to fully adopting LSG within 6 years). The ceiling of LSG for schools adopting Mixed Mode and Migration Mode is $0.35 million and $0.6 million respectively.

The Government adopts a dual-track mode in implementing special education. The EDB will, subject to the assessment and recommendation of specialists and the consent of parents, refer students with more severe or multiple disabilities to special schools for intensive support services, while other students with SEN will attend ordinary schools. Under the Disability Discrimination Ordinance, all educational institutions should provide equal opportunities for education to all eligible students, including students with SEN. All public sector mainstream schools have the obligation to admit students with SEN and no admission ceiling should be set.

Appendix

Details of Learning Support Grant (LSG), Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme, with number of schools and the expenditure involved from the 2014/15 to 2018/19 school years

Measures	School year	Number of public sector mainstream schools		Ceiling of grant ($ million)	Expenditure ($ million)
		Primary	Secondary		
LSG	2014/15	202	383	1.50	450.0
	2015/16	211	382	1.55	500.1
	2016/17	212	382	1.58	539.0
	2017/18	213	381	1.61	589.6
	2018/19	217	381	1.65	646.3[revised estimate]
IRTP	2014/15	250	Not applicable	Not applicable	192.6
	2015/16	243	Not applicable	Not applicable	196.2
	2016/17	242	Not applicable	Not applicable	202.3
	2017/18	241	Not applicable	Not applicable	207.2
	2018/19	239	Not applicable	Not applicable	214.5[revised estimate]
IE Programme	2014/15	27	9	Not applicable	18.2
	2015/16	25	8	Not applicable	17.5
	2016/17	25	8	Not applicable	18.1
	2017/18	25	8	Not applicable	18.6
	2018/19	25	8	Not applicable	19.7[revised estimate]

Notes:

1. Starting from the 2017/18 school year, LSG has been provided to schools implementing IRTP or IE Programme and having students with mental illness. The expenditure on LSG tabulated above covers these schools as well.
2. The number of schools implementing IRTP tabulated above includes schools adopting Mixed Mode or Migration Mode and concurrently implementing IE Programme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5690)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Mrs Carrie Lam, the Chief Executive, has set up task forces to take forward the reviews on 8 key areas of education, one of which is a "task force set up to review the school-based management policy and its implementation" as mentioned on page 372 of the Estimates. Please set out in a table the establishment dates, progress of review, scope of review, report issuance dates (or expected dates of issuance), memberships and operation costs of the 8 task forces.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 210)

Reply:

The establishment dates, progress of review, scope of review, report issuance dates (or expected dates of issuance) and memberships of the task forces on 8 key areas of education are at **Annex**. The Government provides secretariat support for these task forces and the civil service and departmental expenses involved have been subsumed under the establishment and general departmental expenses of the Education Bureau (EDB) and other departments concerned, and cannot be separately identified. Apart from the civil service and departmental expenses, there are no other operation costs.

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
Task Force on Professional Development of Teachers	24 November 2017	The Task Force held a 2-month public consultation on its preliminary recommendations from July to September 2018. As the early implementation of the all-graduate teaching force policy gained wide support during the consultation, the Task Force first submitted the relevant recommendations to the Government for consideration in late September 2018. Accepting the recommendations, the Chief Executive announced in her 2018 Policy Address that the Government would implement in one go the all-graduate teaching force policy in public sector primary and secondary schools in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in 2 years. In tandem with the all-graduate teaching force policy and full implementation of whole-day schooling in primary schools, the Government plans to improve the	The Task Force is tasked to study feasible options for establishing a professional ladder for teachers; the ranking arrangement of school management in primary, secondary and special schools; and the timetable for an all-graduate teaching force.	26 March 2019	Chairperson Dr Carrie WILLIS Non-official Members Mr CHAU Hau-fung Ms CHEUNG Wai-yee, Addy Mr CHEUNG Yui-fai Mr CHOI Siu-chow, Tony Ms KWAN Wai-fong Mr LAI Kam-tong Ms LAM Pik-chu Mr LAU Chi-yuen Professor LEE Chi-kin, John Ms LEUNG Kin-yi Professor LEUNG Seung-ming, Alvin Ms NG Tan, Denise Mr PANG Cheong-kau, Morry Mr SO Ping-fai Sr WONG Yeuk-han, Cecilia Ms YAN Kin-foon, Alice Mr YU Chi-yin Official Member Deputy Secretary for Education (3), Education Bureau

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		manpower at the middle management level and rationalise the salaries for school heads and deputy heads in public sector primary schools with a view to raising the management quality of primary schools as well as retaining and attracting talents, so as to further enhance the quality of education. The Task Force has put forward recommendations to the Government in respect of these 2 areas in an Interim Report submitted to the Government in November 2018. The Government after consideration consulted the Legislative Council Panel on Education on 29 March 2019, and will submit the funding proposal to the Establishment Subcommittee and Finance Committee in due course. The Task Force has completed its work and submitted the final report to the Government on 26 March 2019.			

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
The Task Force on Review of School Curriculum	30 November 2017	The Task Force on Review of School Curriculum identified four pivotal areas, namely whole-person development, catering for learner diversity, multiple pathways and Science, Technology, Engineering and Mathematics (STEM) education for in-depth deliberation. The Task Force has come up with some initial thoughts and been engaging key stakeholders to gauge their views. The Task Force will draw up more concrete recommendations for public consultation tentatively scheduled for mid-2019.	The main scope of work to be undertaken by the Task Force is to holistically review the primary and secondary curricula and to make directional recommendations on the following: how the school curricula at primary and secondary levels can be rigorous and forward-looking in enhancing students' capacity to learn and instill in them the values and qualities desired for students of the 21st century to meet future challenges as well as the needs of society; how to better cater for students' diverse abilities, interests, needs and aspirations; how to optimise the curriculum in creating space and opportunities for students' whole-person development; and how to better articulate learning at the primary and secondary levels.	The Task Force is expected to submit a report by end-2019.	<u>Chairperson</u> Dr Anissa CHAN WONG Lai-kuen <u>Non-official Members</u> Mr CHAN Shiu-choy Mr Antony IP Sing-piu Mr KWOK Wing-keung Professor LEE Wing-on Professor LUI Tai-lok Professor NG Tai-kai Mr Joseph NGAI Mr Addy WONG Wai-hung <u>Official Members</u> Deputy Secretary for Education (5), Education Bureau Principal Assistant Secretary for Education (Curriculum Development), Education Bureau

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
Coordinating Committee on Basic Competency Assessment and Assessment Literacy	27 October 2014	The review has been completed. Accepted the Committee's recommendations on Primary 3 Territory-wide System Assessment (TSA), the EDB has, starting from 2018, conducted Primary 3 TSA with a low-stake approach of "no student names, no school names, no collection of reports and selection of participants by sampling". At the territory-wide level, the Hong Kong Examinations and Assessment Authority (HKEAA) samples around 10% of students from each public sector and Direct Subsidy Scheme school for Primary 3 TSA each year. If schools consider necessary, the HKEAA can arrange participation of their Primary 3 students in TSA in full cohort. The Committee has also made various recommendations, which include enhancing the assessment literacy of schools and teachers as well as their abilities to make good use of assessment information; strengthening support for schools; continuing the development of quality online learning-teaching-assessment	The Coordinating Committee on Basic Competency Assessment and Assessment Literacy is tasked to advise on the direction relating to the development of the basic competency assessment (including the Territory-wide System Assessment and Student Assessment) as well as the enhancement of assessment literacy in schools.	16 March 2018	<u>Chairperson</u> Deputy Secretary for Education (5), Education Bureau <u>Non-official Members</u> Professor Carol CHAN Dr CHAN So-yee, Zoe Mr CHEUNG Yung-pong, Langton Professor HAU Kit-tai Mr HUNG Wai-shing Ms Martina KAN Dr Winnie LAI Ms LAM Sau-lan, Anna Mr LAM Yat-fung, James Mr LEUNG Wai-cheong Ms SIN Yuk-chun, Rosita Mr TONG Sau-chai, Henry Dr CHONG Siu-man, Ambrose (till August 2018) Ms LEE Suet-ying (till August 2018) Mr SIN Kim-wai (till August 2018) Mr LAI Tsz-man (till November 2017) Professor MOK Mo-ching, Magdalena (till February 2017) <u>Official Members</u> Principal Assistant Secretary for Education (Education Infrastructure), Education Bureau

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		resources; exploring greater transparency of data on students' performance; encouraging schools to organise parent education activities; and fostering the community's understanding of assessment literacy. The EDB is following up on the recommendations. Since January 2017, Student Assessment has been upgraded to Student Assessment Repository (STAR) platform. EDB will explore ways to seek continuous improvements.			Principal Assistant Secretary for Education (Curriculum Development), Education Bureau Secretary General of the Hong Kong Examinations and Assessment Authority Executive Director of the Hong Kong Education City Limited
Task Force on School-based Management (SBM) Policy	28 November 2017	After studying the current implementation of the SBM policy in aided schools, the Task Force consulted the education sector and stakeholders on its preliminary recommendations between June and September 2018. Since the recommendation on dedicating additional resources to strengthening the administrative support for schools was widely supported by the stakeholders, the Task Force recommended the Government to first implement the relevant measures.	The Task Force is tasked to study how to optimise the SBM policy, strengthen the administration capabilities of schools and streamline their administration work, thereby unleashing the capacity of the education sector.	The Task Force is expected to submit a report in the third quarter of 2019.	<u>Chairperson</u> Mr Tim LUI Tim-leung <u>Non-official members</u> Mrs Helen YU LAI Ching-ping Mr CHAN Shiu-choy Professor Alvin LEUNG Seung-ming Mr Langton CHEUNG Yung-pong Mr Lester Garson HUANG Mr WONG Kam-leung Dr FUNG Wai-wah Mr Antony IP Sing-piu Mr LAU Chi-chung Dr Halina POON Suk-han Mr Raymond POON Tak-cheong

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		The Government accepted the recommendation and the Chief Executive announced in her 2018 Policy Address that, starting from the 2019/20 school year, all public sector schools (including special schools) and schools under the Direct Subsidy Scheme would be provided with additional resources to strengthen the administrative support for schools and their management committees, including providing additional administrative manpower and strengthening training for school managers. The additional expenditure involved is around $570 million each year. The Task Force is giving due consideration to the comments received for drawing up its final recommendations.			<u>Official member</u> Principal Assistant Secretary (School Development), Education Bureau
Task Force on Home-school Co-operation and Parent Education	1 December 2017	After reviewing the promotion of home-school co-operation and parent education in Hong Kong and other regions, the Task Force consulted the stakeholders and members of the public on the initially proposed directions, strategies and improvement measures between June and	The Task Force is tasked to review the existing approach in promoting home-school co-operation and parent education; and based on the outcome of the review, to formulate the direction and strategy for	The Task Force is expected to submit a report in the second quarter of 2019.	<u>Chairman</u> Mr Tim LUI Tim-leung <u>Non-official members</u> Mr Rock CHEN Chung-nin (till September 2018) Ms SHUM Siu-fong Dr Odalia WONG Ming-hung

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		September 2018. Since the recommendation on providing Federations of Parent-Teacher Associations in various districts and Parent-Teacher Associations of schools with additional resources was widely supported by the stakeholders, the Task Force recommended the Government to first implement the relevant measures. The Government accepted this recommendation and the Chief Executive announced in her 2018 Policy Address that starting from the 2019/20 school year, the Government will increase recurrent funding by about $30 million so that additional resources can be provided to Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools for organizing more community-based and school-based parent education programmes or activities. The Task Force has completed the review and will submit a report to the Government in the	fostering home-school co-operation and promoting parent education with the objective of assisting parents to nurture their children grow up happily and healthily and learn effectively through, among others, promotion of correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition.		Mr Dieter YIH Lai-tak Mr Henry TONG Sau-chai Dr Amelia LEE Nam-yuk Dr TIK Chi-yuen Mr Patrick MAN Ka-wai Mr LEE Hon-mo Mr Benny DING Pak-hei Ms WONG On-mei Mr SIN Kim-wai Mr Wharlee YIP Wai-yee <u>Official member</u> Principal Education Officer (School Administration), Education Bureau

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		second quarter of 2019.			
Task Force on Promotion of Vocational and Professional Education and Training (VPET)	13 April 2018	The Task Force conducted thorough discussion on how VPET can be better promoted in the career and life planning education in secondary school, and how to foster closer business-school collaboration through the Business-School Partnership. In addition, to enhance the recognition of VPET, the Task Force also examine how to step up promotion of VPET in the higher education sector; and support young people and working adults to obtain skill-based VPET qualifications to expand the career pathway. The Task Force will consult members of the public on its preliminary recommendations in the second quarter of 2019.	The Task Force is tasked to evaluate the implementation progress of the recommendations made by the Task Force on Promotion of Vocational Education in 2015; to advise the Secretary for Education on how VPET can be better promoted in the career and life planning education in secondary schools to cater for students' diverse abilities and interests; and how to foster closer business-school collaboration through the Business-School Partnership Programme to meet the manpower needs of Hong Kong; and to make recommendations on other VPET promotion measures.	The Task Force is expected to submit a report in the fourth quarter of 2019.	<u>Chairman</u> Dr Roy CHUNG Chi-ping <u>Non-official members</u> Mr Alan CHEUNG Yick-lun Ms Quince CHONG Wai-yan Mr Eugene FONG Yick-jin Mr IP Wai-ming Mr Brian LIU Mr Thomas LO Sui-sing Mr Joseph TSANG Chi-to Dr TSANG Wing-hong Miss Winnie YING Fung-sau Mr Taylor YIP <u>Official member</u> Deputy Secretary for Education (1), Education Bureau

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
Task Force on Review of Self-financing Post-secondary Education	19 October 2017	The Task Force submitted its Review Report to the Government on 27 December 2018. At the March 2019 meeting of the Panel on Education of the Legislative Council, the Government briefed Members on its initial views and first-stage follow-up actions , which include its plan to roll out measures in respect of, among others, the regulation and way forward of the self-financing post-secondary sector. The Government is studying the recommendations of the Task Force, with a view to working out the next step of follow-up action.	The Task Force is tasked to consider the overall role and function of the self-financing post-secondary education sector in serving the long term education and manpower needs of Hong Kong; and review major issues of concern pertinent to the ecology of the self-financing sector, including the role of the self-financing operation of subvented institutions vis-à-vis self-financing post-secondary institutions, and the future development of sub-degree programmes.	27 December 2018	Chairman Professor Anthony CHEUNG Bing-leung Non-official Members Ir Dr Alex CHAN Siu-kun Mr Henry FAN Hung-ling Professor Reggie KWAN Ching-ping Mr Tim LUI Tim-leung Professor Julia TAO LAI Po-wah Official Members Deputy Secretary for Education (1), Education Bureau Deputy Secretary-General (1), University Grants Committee
Task Force on Review of Research Policy and Funding	17 October 2017	The Task Force had completed the Review and submitted to the Government on 11 September 2018 its Review Report on Research Policy and Funding, which contains a number of recommendations: increasing research funding, formulating sustainable strategies, enhancing support for research talent and	The Task Force is tasked to review the existing research support strategy and the level and allocation mechanism of research funding for the higher education sector in Hong Kong.	11 September 2018	Chairman Professor TSUI Lap-chee Non-official Members Professor Paul LAM Kwan-sing Professor Richard WONG Yue-chim Dr Sunny CHAI Ngai-chiu Ms Nisa LEUNG Bernice Wing-yu

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		infrastructure, incentivising cross-institutional and cross-disciplinary collaboration on research, and strengthening coordination among different research funding bodies. The Government considers the Task Force's recommendations instrumental in refining research policies and elevating Hong Kong's level of scientific research excellence, and accepts them fully. It is further announced in the 2018 Policy Address that the Government will make a substantial injection of $20 billion into the Research Endowment Fund, launch the Research Matching Grant Scheme with a total commitment of $3 billion for 3 years, and support the Research Grants Council in introducing 3 new regular Fellowship Schemes.			Mr David FOSTER Dr Richard ARMOUR <u>Ex-officio member</u> Chairman, Research Grants Council <u>Official members</u> Commissioner for Innovation and Technology, Innovation and Technology Bureau Deputy Secretary for Education (1), Education Bureau Secretary-General, University Grants Committee

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5691)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the "one school social worker for each school" policy in public sector primary schools, please advise of the number of public sector primary schools with school-based registered graduate social workers and the percentage these schools represent in the total number of public sector primary schools, the total number of public sector primary schools, as well as the average monthly salary, average length of service and entitled benefits of these school-based registered graduate social workers and the supply staff arrangements applicable to them in the 2018/19 school year.

Please advise of the expenditure on the implementation of the "one school social worker for each school" policy in the 2018/19 school year, and whether any assessment has been made of the policy; if yes, the results; if no, the reasons.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 211)

Reply:

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service (CSGS) to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. For schools without Student Guidance Teachers, the Education Bureau (EDB) will provide a 3-year transitional period for them to switch to the new funding mode before the 2021/22 school year. In case schools are not able to switch to the new funding mode after the 3-year transitional period owing to the need for more time to handle personnel matters in respect of their serving student guidance personnel, including retaining their serving student guidance personnel due to special needs, they may discuss

with the EDB separately. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode. The estimated total expenditure on student guidance service under the old funding mode and the new funding mode is $436 million.

Schools that adopt the new funding mode may choose to create a regular Assistant Social Work Officer (ASWO) post on the approved staff establishment. The salary of the ASWO employed by schools is pegged to that of the civil service post, i.e. point 16 to point 33 on the Master Pay Scale, and is subject to the annual civil service pay adjustment. The terms of appointment, benefits and supply staff arrangement are the same as specialists paid by the Salaries Grant in schools. Schools that choose to employ a school-based social worker using the School Social Work Service Grant are advised to make reference to the above pay scale and clearly specify in the contract the salary and terms of appointment upon mutual agreement.

According to the findings of a questionnaire survey conducted by the EDB in the 2018/19 school year, 328 schools have employed their own registered graduate social workers, accounting for about 72% of the 456 public sector primary schools in Hong Kong. Detailed information on these social workers has not been collected.

With the implementation of the policy of "one school social worker for each school" in the 2018/19 school year, the EDB will collect data and views by such means as questionnaire surveys and school visits, and communicate with the education sector to heed its views and suggestions and review the implementation of the policy of "one school social worker for each school". The review work is underway, hence review findings are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5692)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please elaborate on the efforts to "restructure the additional resources under the Learning Support Grant (LSG) and Integrated Education Programme to provide permanent teaching posts and LSG to public sector ordinary secondary schools" and provide details on the permanent teaching posts, such as the rank and number of these additional posts, their scope of responsibilities and entry requirements, as well as the changes to LSG and other new initiatives.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 212)

Reply:

To help public sector mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. At present, additional resources for secondary schools include cash grants (with Learning Support Grant (LSG) as the major one) and additional teachers or teaching assistants provided under the Integrated Education (IE) Programme, etc. All along, schools adopting LSG can flexibly deploy additional resources to employ contract teachers or teaching assistants, or procure services to support students with SEN. Schools implementing the IE Programme, subject to the number of students with intellectual disability (ID), autism spectrum disorders (ASD), physical disability (PD), visual impairment (VI) and hearing impairment (HI) enrolled, are provided with additional teachers to support the students concerned.

In the 2017/18 school year, the EDB conducted a series of consultation activities. The mainstream views supported the provision of regular teachers and additional resources that can be flexibly deployed for schools to cater for students with SEN of different types. In this connection, starting from the 2019/20 school year, the EDB will extend LSG to all public sector mainstream schools. Schools admitting comparatively large number of

students with SEN will be provided with regular teaching posts and the LSG grant rate for tier-3 support will be increased multifold. Under the new measure, schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN of different types (including specific learning difficulties, ID, ASD, attention deficit/hyperactivity disorder, PD, VI, HI, speech and language impairment as well as mental illness). In late March 2019, the EDB issued a circular to inform schools of the above measures to facilitate them to take follow-up actions. Statistics on related teaching posts can only be compiled upon completion of the relevant work.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5693)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 school year, the Education Bureau has further enhanced the establishment of school nurses in special schools. Please provide the following figures under the categories of primary schools, secondary schools and special schools, and give a breakdown by school type:

(1) the number of school nurses in the territory in the past 5 school years;

(2) the number of nurses on school establishment, their remuneration, benefits, qualification requirements, estimated annual expenditures in the past 5 school years and in the next school year; and

(3) the nurse-to-student ratio in the past 5 school years and in the next school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 213)

Reply:

(1) and (2)
There are no nurses on the establishment of public sector mainstream primary and secondary schools. As for special schools, the Education Bureau (EDB) has enhanced the establishment of school nurse in thespecial schools in the 2018/19 school year. An additional school nurse is provided for schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the provision of school nurses has been expanded to cover the school for children with visual impairment and the school for children with hearing impairment, so that these schools each have a school nurse to strengthen their support for students with care needs. In the 2018/19 school year, a total of 51 additional school nurse posts have been provided under these related measures, which

involve an estimated additional annual expenditure of around $26 million. It is estimated that the provision for the 2019/20 school year will be more or less the same. The number of school nurses on the establishment of special schools from the 2014/15 to 2018/19 school years is as follows:

2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
52	52	52	53	104

The school nurse posts in special schools are at the rank of Registered Nurse, with a salary equivalent to point 15 to point 25 on the civil service Master Pay Scale. On appointment, in addition to meeting Chinese and English language requirements of the grade concerned, school nurse candidates must possess relevant professional qualifications, including a Certificate of Registration (Part I) issued by the Nursing Council of Hong Kong (or equivalent) and a related professional practising certificate.

(3)
The number of school nurses in different types of special schools from the 2014/15 to 2018/19 school years is tabulated as follows:

<table>
<tr><th>School type</th><th>No. of students</th><th>2014/15 to 2017/18 school years</th><th>2018/19 school year</th></tr>
<tr><td>School for children with physical disability</td><td rowspan="2">(a) 40 – 129
(b) 130 or more</td><td rowspan="2">(a) 1
(b) 2</td><td rowspan="2">(a) 2
(b) 3</td></tr>
<tr><td>School for children with severe intellectual disability</td></tr>
<tr><td>School for children with mild intellectual disability</td><td rowspan="4">40 or more</td><td rowspan="4">1</td><td rowspan="4">2</td></tr>
<tr><td>School for children with moderate intellectual disability</td></tr>
<tr><td>School for children with mild and moderate intellectual disability</td></tr>
<tr><td>School for children with visual impairment cum intellectual disability</td></tr>
<tr><td>School for children with visual impairment</td><td rowspan="2">40 or more</td><td rowspan="2">Not applicable</td><td rowspan="2">1</td></tr>
<tr><td>School for children with hearing impairment</td></tr>
</table>

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5694)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Students of aided special schools can apply for extension of years of study. Please set out the numbers of students and school places, the unit cost per school place, the number of applications and application status for extension of years of study in the past 5 school years, with a breakdown by school type. For application status of extension of years of study, please provide the respective numbers of applications approved and rejected, as well as the reasons for rejection.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 214)

Reply:

From the 2014/15 to 2018/19 school years, the number of approved school places and students and the average unit cost per school place in various types of special schools are set out at Appendix.

As for the applications for extension of years of study (EoS), the improvement measures were introduced in the 2010/11 school year for students in 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 this measure, the Education Bureau (EDB) provides these schools with additional school places and allows them to devise school-based policy to exercise professional judgement to arrange for students in need and with valid reasons to extend their years of study in accordance with the objective criteria jointly set by the EDB and the special education sector. As the applications for EoS are made direct to and subsequently approved by the special schools concerned, the EDB does not have the information on the number, reasons, etc. of such applications by students in various types of special schools.

Number of Places, Number of Students, and Average Unit Cost per School Place in Special Schools from the 2014/15 to 2018/19 School Years

School Type	2014/15 School Year			2015/16 School Year			2016/17 School Year		
	No. of Places	No. of Students (as at September 2014)	Average Unit Cost per School Place	No. of Places	No. of Students (as at September 2015)	Average Unit Sost per School Place	No. of Places	No. of Students (as at September 2016)	Average Unit Cost per School Place
Visual Impairment	184	126	$258,500	178	125	$293,000	172	123	$320,000
Hearing Impairment	150	102	$279,000	140	87	$293,000	130	89	$306,000
Physical Disability	1 020	921	$279,000	1 020	915	$294,000	1 010	883	$314,000
Mild Intellectual Disability Note 1	3 216	3 051	$171,000	3 240	3 049	$171,500	3 255	3 103	$177,000
Moderate Intellectual Disability Note 1	2 001	1 865	$239,500	2 020	1 879	$253,000	2 050	1 911	$260,000
Severe Intellectual Disability	800	691	$313,000	792	679	$329,000	784	687	$342,000
School for Social Development	1 191	632	$149,000	1 149	600	$164,000	1 092	553	$181,000
Hospital School	332	255	$167,500	332	369	$178,000	332	333	$186,000

Number of Places, Number of Students and Average Unit Cost per School Place in Special Schools from the 2014/15 to 2018/19 School Years

School Type	2017/18 School Year			2018/19 School Year		
	No. of Places	No. of Students (as at September 2017)	Average Unit Cost per School Place	No. of Places	No. of Students (as at September 2018)	Average Unit Cost per School Place
Visual Impairment	169	112	$359,000	166	110	$397,500
Hearing Impairment	120	84	$343,500	110	64	$395,500
Physical Disability	1 020	877	$334,000	1 030	907	$360,000
Mild Intellectual Disability [Note 1]	3 270	3 154	$195,500	3 345	3 218	$211,500
Moderate Intellectual Disability [Notes 1, 2]	2 100	1 992	$285,500	2 150	2 040	$304,500
Severe Intellectual Disability [Note 2]	792	699	$361,500	800	706	$389,000
School for Social Development	1 125	594	$200,000	1 074	614	$220,000
Hospital School	332	314	$198,500	332	280	$211,000

Notes:
1. Figures for the schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5695)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Education Bureau will "increase the recurrent subsidy of about $30 million each year to Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools starting from the 2019/20 school year for organising more community-based and school-based parent education programmes or activities". In this connection, please provide funding details for the past 5 school years, including names of the subsidised organisations/bodies, amount of funding, and names of the subsidised activities/education programmes (with brief descriptions of their content). Has the Bureau evaluated the effectiveness of the subsidised parent education programmes or activities? If yes, what are the results? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 215)

Reply:

Parents play a vital role in the development and learning of their children. The Education Bureau (EDB) is committed to facilitating home-school co-operation. Each year, Home-School Co-operation Grants are provided for Parent-Teacher Associations (PTAs) of schools and the Federations of PTAs (FPTAs) in the 18 districts for promoting home-school co-operation through various forms of activities.

Schools and organisations in receipt of the Grants include kindergartens, kindergarten-cum-child care centres, primary schools, secondary schools and special schools in the territory and the FPTAs in the 18 districts. In the 2013/14, 2014/15, 2015/16, 2016/17 and 2017/18 school years, the respective amount of Grants disbursed was $24 million, $24.5 million, $25 million, $26 million and $26.5 million. Home-school co-operation and parent education activities subsidised under the Grants include those that seek to help students develop positive values and lifestyles, enhance parent-child relationship, develop children's communication skills, promote "Happy Kids Charter", assist parents in supporting their children's learning, help parents understand school and education policies, etc. The PTAs and the FPTAs are required to prepare an assessment report after the completion of each activity. According to the assessment reports for the 2017/18 school year, about 99% of the respondents from PTAs and the FPTAs found the home-school activities organised satisfying and capable of achieving the objectives set. In summary, the Grants effectively promote home-school co-operation and parent education.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5696)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned that the Government will continue to implement the Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) on a pilot basis. Please provide, by year, the details of the Scheme since its implementation, including the number of applications, number of participating teachers, location of study, training involved and overall expenditure of the scheme, as well as the salary expenditure of supply teachers who covered the absence of teachers during their paid study leave. Will the Bureau further extend the scheme? If yes, when will this be implemented? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 216)

Reply:

The Education Bureau (EDB) launched the "i-Journey" Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) as a three-year pilot scheme in the 2017/18 school year. Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiatives/research. In the 2017/18 and 2018/19 school years, the EDB received 154 and 74 applications respectively, while the number of participants is 50 and 40.

The details of the Scheme are as follows:

2017/18 school year (First Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	No. of participants
Helsinki & Jyväskylä, Finland	Interdisciplinary Learning & Entrepreneurship Education	15
Melbourne, Australia	Catering for Students with Special Educational Needs (SEN)	20
Exeter, the United Kingdom	STEM Education	15

2018/19 school year (Second Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	No. of participants *Provisional figures
Turku, Finland	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	Assessment Literacy	15
Singapore	STEM Education	10

The total expenditure of the first batch of the Scheme is $7.49 million, of which $2.63 million is on remuneration for supply teachers employed to substitute participating teachers on paid study leave. Since the second batch of the Scheme has yet to finalise all expenditure items, the expenditure figures are unavailable at the present stage.

The Scheme will be piloted over 3 years. Data and information collected during this period will be used by the EDB to form the basis of evaluation and inform future development.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5697)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give an overview of the applications for the Teacher Relief Grant (TRG) and reimbursement of expenses for hiring supply teachers on an accountable basis by public sector schools in the past 5 school years, with a breakdown by school type:
(i) The calculation methods and grant rates of various components under TRG;
(ii) The number of schools opting to freeze posts permanently, freeze posts temporarily for 30 to 89 days and freeze posts temporarily for 90 days, and the respective amounts of TRG provided;
(iii) The number of schools applying for appointment of supply teachers to substitute teachers on approved leave of less than 30 days, the number of such applications, and the amount of grants provided;
(iv) The reasons for using 2.5 man-days as the basis for calculating the amount of TRG to be provided; and
(v) Whether the Education Bureau plans to review the calculation methods of TRG; if yes, the state of review and the implementation schedule for new initiatives; if no, the reasons.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 217)

Reply:

(i) Aided schools with incorporated management committees (IMC) are provided with the Teacher Relief Grant (TRG) to allow them the flexibility to deploy their resources for appointing temporary supply teachers and other ancillary staff or procuring education-related services to meet their school-based needs and implement various new initiatives, with a view to enhancing the quality of education. The TRG is made up of two components, namely an annual recurrent cash grant and an optional cash grant. The annual recurrent cash grant is calculated on the basis of 2.5 man-days per teacher on the approved teaching staff establishment and the daily rate of pay for the respective grades of supply

teachers (i.e. 2.5 man-days x the number of teaching posts on the approved teaching staff establishment x the daily rate of pay for supply teachers). At present, the respective amount of the annual recurrent cash grant are around $150,000 and $220,000 for primary and secondary schools with 24 classes. The amount of grant varies subject to the number of teaching posts provided under various measures to individual schools. With the consent of the IMC, majority of teachers and parents, schools are allowed the flexibility to choose to apply for the optional cash grant by temporarily or permanently freezing up to 10% of their approved teaching staff establishment. Depending on the type of teaching posts to be frozen and the length of frozen period, the rate of the optional cash grant is calculated as follows:-

(1) for permanent freezing, the rate is the mid-point salary of the posts concerned;
(2) for temporary freezing for 30 to 89 days, the rate is the standard daily rates of supply teacher; and
(3) for temporary freezing for 90 days or more, the rate is the average monthly salary point of temporary teachers in the event of basic ranks, or at the starting salary point of the relevant promotion ranks in the event of promotion ranks.

As the rate of the optional cash grant is calculated on the above bases, such as the ranks and number of frozen posts and the length of frozen period, the amount of grant received by each school varies.

(ii) The number of aided schools with IMC (including special schools) receiving the optional cash grant under the TRG, and the actual total expenditure for the provision of the grant from 2013-14 to 2017-18 financial years are tabulated below:

Financial Year	Number of Schools	Actual Expenditure ($ million)
2013-14	324	400
2014-15	327	481
2015-16	383	599
2016-17	470	756
2017-18	520	930

The above figures include schools that opted to freeze posts permanently, freeze posts temporarily for 30 to 90 days, and freeze posts temporarily for 90 days or more. A breakdown of the figures is not available as the Education Bureau (EDB) does not compile related statistics.

(iii) Under the TRG, schools with IMC may use the grant flexibly to appoint supply teachers to substitute regular teachers on approved leave of less than 30 days. In the event that teachers take approved leave for 30 days or more or paternity leave for 3 consecutive days or more, schools may still apply to the EDB for reimbursement of expenses for appointment of supply teachers. Hence, schools with IMC do not have to apply to the EDB for reimbursement of expense for appointment of supply teachers on an accountable basis in case of teachers taking leave for less than 30 days. Schools may combine and use the two components of the TRG, namely the annual recurrent cash grant and optional cash grant having regard to their needs, and are not required to submit separate reports on the deployment of the grants under the TRG to the EDB. Information in this respect is, therefore, not available.

(iv) and (v)

The "2.5 man-days" is one of the bases for calculating the annual recurrent cash grant under the TRG. When the grant was introduced, the "2.5 man-days" is determined according to the average annual expenditure on daily-rated supply teachers of aided schools in the past. As schools' need for the appointment of supply teachers varies from year to year, under the existing mechanism, schools are allowed to retain TRG surplus up to 3 times the annual provision in the relevant year so that they may flexibly deploy the accumulated surplus between school years for appointing supply teachers. Besides, schools may exercise their financial autonomy in deploying the Expanded Operating Expenses Block Grant flexibly to cover related expenses. The EDB has been keeping in view the implementation of the TRG. According to the financial statements submitted by schools, most schools have accumulated surpluses in respect of their TRG accounts. The arrangements under the TRG have been found effective and schools generally welcome the arrangement of freezing posts on the teaching staff establishment to obtain cash grant as it gives them more flexibility in deploying resources. We will continue to monitor the implementation of the TRG and conduct a review when necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5700)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the usage of Educational Television (ETV) in schools, the Administration publishes the "average no. of programmes watched by each class (kindergartens/primary/secondary)" each year. How is this indicator determined? As the viewing mode of ETV programmes by schools has changed, does such an indicator take into account the number of ETV programmes watched by students outside classroom?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 220)

Reply:

The Education Bureau (EDB) commissions a tertiary institution or agency every year to conduct an annual survey to evaluate the utilisation rate of Educational Television (ETV) service in schools. The average number of programmes watched by each class in kindergartens is a simple average which is calculated as the sum of the ETV resources used by different levels of kindergarten classes responding to the survey divided by the total number of kindergarten classes. For primary and secondary schools, as there are subjects and key learning area curricular, the average number of programmes watched by each class is the sum of the average numbers of ETV resources used in all subjects or key learning areas by all classes in the schools responding to the survey.

As the current survey is targeted at school level and relates only to students' viewing ETV resource arranged by teachers, the survey findings cannot adequately reflect students' access to ETV resource over the Internet outside the class. The EDB will improve the methodology of survey on the use of ETV multimedia resource, and the modified survey will be administered, as a try-out in the 2018/19 school year, with a view to collect more data to comprehensively reflect the utilisation of ETV resources. The preliminary survey findings are expected to be available by the end of the 2018/19 school year for discussion by the relevant committees under the Curriculum Development Council.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5701)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the fine-tuning of medium of instruction for secondary schools, please provide the following information:

(a) the number of schools operating EMI (English as the Medium of Instruction) classes at Secondary 1 to 3 levels, the number of EMI classes, and the percentage of EMI classes out of the total number of classes in the past 5 years under the fine-tuning framework; and

(b) the numbers of schools and classes adopting the "allocation of time to subjects" arrangement, and their respective percentages out of the total number of schools and classes, with a breakdown by subject.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 221)

Reply:

The arrangements of fine-tuning the medium of instruction (MOI) for secondary schools ("fine-tuned MOI arrangements") has been implemented at junior secondary levels since the 2010/11 school year. Schools may, in light of school-based circumstances, devise appropriate MOI arrangements professionally according to the prescribed criteria (i.e. "student ability", "teacher capability" and "support measures") on a 6-year cycle, with a view to increasing students' exposure to English and opportunities to use English in school, thereby enhancing students' English proficiency and ensuring students' learning effectiveness at the same time.

Under the fine-tuned MOI arrangements, all schools are given varying degrees of flexibility in the adoption of MOI. Schools may conduct extended learning activities in English in lessons and/or transform the related lesson time into teaching of no more than 2 non-language subjects in the English medium (i.e. "allocation of time to subjects"). As such, the choice and lesson time of subjects taught in English may vary between classes or groups within a school as well as among schools. Given such diversified school-based arrangements, we will not and should not broadly categorise the classes, lessons or subjects of a school as either using Chinese or English as the MOI. Hence, relevant statistics are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5702)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 school year, the Education Bureau (EDB) provides kindergartens joining the kindergarten (KG) education scheme (Scheme-KGs) with a supply teacher grant to facilitate their teachers' participation in specified recognised training courses on catering for students with developmental needs and on supporting non-Chinese speaking (NCS) students. In this connection, please advise of the following:

- In 2018/19, how many Scheme-KGs have applied for the supply teacher grant? What is the respective number of applications involving supply teachers possessing Certificate in Early Childhood Education or above qualifications ($916 per day) and those possessing other qualifications ($357 per day)?
- Among the applications for supply teacher grant submitted by Scheme-KGs, how many are approved and how many are rejected? What is the rate of successful application? What are the major reasons for unsuccessful application?
- Quite a number of courses on catering for students with developmental needs and on supporting NCS students as recognised by EDB are conducted on Saturdays. However, EDB stipulates that Sundays, Saturdays (except for long whole-day kindergartens), public holidays and school holidays should not be counted as working days. As such, how can schools apply for the supply teacher grant?
- On supporting NCS students, among the Scheme-KGs provided with additional grant for supporting NCS students, how many have at least 1 teacher having attended the basic course as recognised by EDB and what is the percentage they represent?
- Some principals reflected that the rate of successful application for supply teacher grant in the sector was low and the reasons included some of the recognised courses being conducted on Saturdays, applications will only be accepted on condition that teachers attend courses for 3-consecutive days. Will EDB conduct a review and improve this policy, for example, by recognising more relevant courses conducted on weekdays or lifting the 3-consecutive day requirement? If yes, what is the timetable for introducing such improvement measures?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 222)

Reply:

Starting from the 2018/19 school year, the Education Bureau (EDB) provides kindergartens (KGs) joining the kindergarten education scheme (Scheme) with a supply teacher grant to facilitate them in arranging teachers to attend specified recognised training courses provided by EDB on catering for students with developmental needs and on supporting non-Chinese speaking (NCS) students. The relevant information is set out as follows:

- As at the end of February 2019, 67 applications from 57 KGs were received. 65 of these applications involved employing supply teachers with Certificate in Early Childhood Education or above qualification while the other 2 involved employing supply teachers with other qualifications;
- As at the end of February 2019, 51 applications from 42 KGs were approved the grant while 16 applications from 15 KGs are being processed. No applications have been rejected;
- Where courses conducted on public holidays or school holidays, there is no need for KGs to employ supply teachers as there will be no classes. Given the diversity in the KG sector, EDB will offer different options, as far as possible in the arrangement of course dates to cater for the needs of different KGs.
- On supporting NCS students in KGs, we have set specific targets for teacher training, i.e. each Scheme-KG having admitted 8 or more NCS students should have at least 1 teacher having attended the basic course as recognised by EDB by the end of the 2018/19 school year and this will be extended to all Scheme-KGs having admitted NCS students (regardless of the number) by the end of the 2020/21 school year. As at February 2019, about 140 Scheme-KGs admitting 8 or more NCS students have at least 1 teacher having attended the relevant basic course. It is expected that all the 150 or so KGs with 8 or more NCS students will have achieved this target by the end of 2018/19 school year; and
- Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate Scheme-KGs in arranging teachers to attend specified recognised training courses on catering for students with developmental needs and on supporting NCS students. KGs may apply for the grant if a teacher of their schools has attended the specified recognised courses provided by EDB for 3 or more consecutive days. On the other hand, element of supply teachers for releasing teachers to attend training has been included in the basic unit subsidy. If the duration of the course is less than 3 consecutive days, KGs may deploy their own resources as appropriate to employ supply teachers. Besides, the teacher to pupil ratio has been enhanced from 1:15 (including the principal) to 1:11 (principal not included) under the Scheme. While KGs have the flexibility to maintain their usual arrangements in learning and teaching activities, they may flexibly deploy human resources to allow teachers to participate in various professional development activities. Given the above considerations, we have no plan to relax the eligibility for the supply teacher grant to cover relevant courses that last for less than 3 days.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5703)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In 2008, the Government allocated the vacant school premises (VSP) of former Kowloon Docks Memorial Primary School to Holy Angels Canossian School through direct allocation for physical extension. However, the premises remains unused to this day. Please provide the following information:

1. the reason for the VSP to remain vacant for over 10 years;
2. the updated use of the VSP and the timetable for putting the VSP into use;
3 the site area of the VSP and the number of classrooms as well as special rooms available;
4. the measures that the Education Bureau (EDB) has taken in the past 10 years to help Holy Angels Canossian School overcome the obstacles in renovation of the VSP, thus enabling it to carry out the extension of the school premises expeditiously and upgrade its school facilities to modern-day standards;
5. the renovation cost for the VSP; and
6. whether EDB has imposed a time limit on operating and using VSP to avoid VSP being left idle for a prolonged period; if yes, the details; if no, the reasons.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 223)

Reply:

Since allocating the school premises of the former Kowloon Docks Memorial Primary School at 2 Tsing Chau Street, Hung Hom to Holy Angels Canossian School for physical extension in 2008, the Education Bureau (EDB) had been in discussion with the school regarding how best to renovate and make use of the vacant school premises (VSP) to meet the school's needs for teaching and learning development. Upon allocation of the VSP, we commissioned the Architectural Services Department to examine and ascertain the physical condition of the school premises, which were found to be structurally sound but the wooden roof was eroded by termites. Maintenance works to replace the roof and related structures

were arranged immediately. After confirming with the school the design of the VSP's basic renovation works, the EDB applied for the Buildings Department's (BD) approval of the relevant building plan and carried out relevant follow-up work. The building plans were approved by the BD in 2015. In our subsequent discussions with the school regarding the detailed internal design for the VSP, we found out that part of the premises' exterior wall had cracks on it and was tilted outwards due to the overgrown roots of nearby trees. Besides, the ground was rugged because of exposed tree roots, and there was spalling of concrete at roof beams. In view of this, a structural survey of the school premises was carried out in late 2016. The survey found that the building structure had aged and appropriate measures had to be taken to improve structural safety.

Even though the site area of the VSP is about 3 570m^2, which is similar to the size required for the construction of an 18-classroom primary school in accordance with the prevailing standards, the existing premises adopted a single-storey design with only 12 classrooms and 2 special rooms. Having regard to the findings in the structural survey report, as well as the age and condition of the school premises, we considered that redeveloping the VSP into a new school premises for reprovisioning of Holy Angels Canossian School could provide better teaching and learning environment and facilities for the school concerned while putting land resources to more effective use. We are following up the relevant arrangements. Similar to other school reprovisioning projects, Holy Angels Canossian School is required to surrender its existing school premises to the Government upon reprovisioning, and the EDB will, in accordance with the mechanism for handling VSP, assess the VSP's suitability for educational use and whether the premises is needed to be reallocated for school or other educational use.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5705)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the actual expenditure for 2017-18, the approved estimate for 2018-19, the revised estimate for 2018-19 and the estimate for 2019-20 under Subheads 700 and 871, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 224)

Reply:

The breakdown of expenditure by item under Subhead 700 General non-recurrent is provided below:

Item	Approved Commitment	2017-18 Actual Expenditure	2018-19 Approved Estimate	2018-19 Revised Estimate	2019-20 Estimate
	$ million	$ million	$ million	$ million	$ million
(A) Ongoing/new projects					
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	434.0	26.7	53.6	36.0	78.5
- Seventh Matching Grant Scheme for the self-financing post-secondary education sector	500.0	313.4	100.0	150.0	36.6
- Enhancing the professional development of teachers and principals	500.0	-	29.2	6.6	30.6

Item	Approved Commitment	2017-18 Actual Expenditure	2018-19 Approved Estimate	2018-19 Revised Estimate	2019-20 Estimate
	$ million	$ million	$ million	$ million	$ million
- Payment of examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination	170.0	-	-	147.1	2.0
- Provision for supporting students with financial needs to participate in life-wide learning activities	46.0	-	-	-	46.0
- Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	288.0	59.2	67.7	68.6	54.8
- Funding Support to the Hong Kong Examinations and Assessment Authority	360.8	-	-	-	90.7
- Mainland University Study Subsidy Scheme	105.3	8.9	6.6	7.1	4.1
- Scholarship Scheme for Studying Outside Hong Kong	348.0	46.0	55.9	55.8	35.4
- Yi Jin Diploma	1,000.0	85.0	85.0	86.6	88.0
- E-Textbook Market Development Scheme	50.0	1.7	2.9	1.3	1.6
- Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	108.0	-	-	-	36.0
- School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking students	45.0	-	-	-	10.0
- Provision of a non-recurrent grant to support non-Chinese speaking students to learn Chinese history and culture	30.0	-	-	-	29.0
- Implementation of the Fourth Strategy on Information Technology in Education	105.0	20.1	6.9	2.2	3.1
- One-off grant for the promotion of Chinese history and culture	125.0	116.5	4.1	3.3	3.8

Item	Approved Commitment	2017-18 Actual Expenditure	2018-19 Approved Estimate	2018-19 Revised Estimate	2019-20 Estimate
	$ million	$ million	$ million	$ million	$ million
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	102.6	1.8	3.0	3.0	1.5
Sub-total		679.3	414.9	567.6	551.7
(B) Projects that are completed					
- Setting up of the Student Activities Support Fund	2,500.0	-	-	2,500.0	-
- Injection into the HKSAR Government Scholarship Fund	800.0	-	800.0	800.0	-
- Injection into the Gifted Education Fund	800.0	-	-	800.0	-
- Injection into the Qualifications Framework Fund	1,200.0	1,200.0	-	-	-
- Study Subsidy Scheme for Designated Professions/Sectors	960.0	186.3	-	-	-
- Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools	16.6	6.7	-	-	-
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	200.0	103.0	11.6	8.3	-
- One-off start-up grant for kindergartens joining the Kindergarten Education Scheme	220.0	0.7	-	-	-
- International Civic and Citizenship Education Study 2016	7.0	1.4	-	-	-
- Supporting schools to adopt e-textbooks	50.0	0.1	-	-	-
- Qualifications Framework Support Schemes	208.0	22.2	-	-	-
Sub-total		1,520.4	811.6	4,108.3	-
Total		**2,199.7**	**1,226.5**	**4,675.9**	**551.7**

The breakdown of expenditure by item under Subhead 871 Vocational Training Council is provided below:

Item	Approved Commitment	2017-18 Actual Expenditure	2018-19 Approved Estimate	2018-19 Revised Estimate	2019-20 Estimate
	$ million	**$ million**	**$million**	**$million**	**$million**
(A) Ongoing projects					
- Revamp of Human Resource Management Information System and Payroll System	39.5	-	5.7	5.6	3.9
Sub-total		-	5.7	5.6	3.9
(B) Projects that are completed					
- Enhancement of information technology infrastructure and services	67.2	25.6	-	-	-
- Provision of augmented reality/virtual reality-assisted training facilities and equipment	4.5	0.7	-	-	-
- Enhancement of e-Learning platform and ancillary support services	9.8	2.3	1.9	2.9	-
Sub-total		28.6	1.9	2.9	-
Total		**28.6**	**7.6**	**8.5**	**3.9**

The expenditures under Subhead 700 General non-recurrent and Subhead 871 Vocational Training Council may vary significantly year by year because such expenditure items are controlled by both the approved commitment of the item and the current year provision approved for the subhead. The approved commitment of an expenditure item represents the total expenditure of the project, which may straddle several years. The actual expenditure of individual project may vary from year to year depending on its own implementation schedule.

Besides, the sums involved in some projects under Subhead 700 General non-recurrent are significant, particularly those one-off injections into various funds, e.g. Student Activities Support Fund. The completion of these projects would cause significant fluctuations in the expenditure under this subhead year by year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5706)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

For Subhead 000, please provide a breakdown of the 2017-18 actual expenditure, 2018-19 approved estimate, 2018-19 revised estimate and 2019-20 estimate for items under Departmental Expenses and Other Charges and the item of Kindergarten Education Scheme under Subventions, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 225)

Reply:

For Subhead 000 Operational expenses, the 2017-18 actual expenditure, 2018-19 approved estimate, 2018-19 revised estimate and 2019-20 estimated expenditure for items under Departmental Expenses and Other Charges and the item of Kindergarten Education Scheme under Subventions are tabulated below:

	2017-18 Actual Expenditure	2018-19 Approved Estimate	2018-19 Revised Estimate	2019-20 Estimate
	$ million	$ million	$ million	$ million
Departmental Expenses				
Temporary staff	532.5	559.0	595.0	602.7
Remuneration for special appointments	110.6	120.1	117.8	125.3
General departmental expenses	585.0	683.3	652.5	714.8
Other Charges				
Teacher training	91.1	89.3	83.2	108.0
Curriculum Development Institute	238.0	254.9	236.3	261.7
Subject and curriculum block grant for government schools	127.9	139.0	131.5	134.3
Subsidy and scholarship schemes for vocational and post-secondary education	757.6	1,570.2	1,127.5	1,475.4
School extra-curricular activities, programmes, grants and prizes	224.6	286.2	261.6	368.7
Pre-primary Education Voucher Scheme	1,126.9	23.7	21.1	5.0
Subventions				
Kindergarten Education Scheme	3,902.7	5,949.4	6,041.2	6,275.3

The main reasons for the changes in the above expenditures are set out below-

Departmental Expenses

The increase in Departmental Expenses for 2018-19 and 2019-20 is mainly due to increased provision for meeting the operational expenses required.

Other Charges

As for the expenditure items under Other Charges, except for the Pre-primary Education Voucher Scheme (PEVS) that sees a decrease in 2018-19 and 2019-20, the expenditure of the other items in these 2 years is comparable to or higher than the 2017-18 actual expenditure. The increase is mainly due to increased provision for meeting operational needs. The expenditure on subsidy and scholarship schemes for vocational and post-secondary education has continued to rise, with a cumulative increase of about 95% in these 2 years. This is mainly due to increased provision for regularising the Study Subsidy

Scheme for Designated Professions/Sectors starting from the 2018/19 academic year and expanding the Scheme to cover self-financing sub-degree programmes starting from the 2019/20 academic year. The expenditure on school extra-curricular activities, programmes, grants and prizes has also been rising, with a cumulative increase of 64% in these 2 years. This is mainly due to additional provision to government schools for new grants and increased provision for the existing grants.

There is a significant decrease in the expenditure on the PEVS for 2018-19 and 2019-20. This is because the new kindergarten education policy has been implemented by the Government since the 2017/18 school year, and subventions are provided directly to kindergartens under the Kindergarten Education Scheme (KG Scheme), which has replaced the PEVS. The vast majority of kindergartens that previously joined the PEVS have participated in the KG Scheme. Hence, the Government's subsidy for students under the PEVS has substantially decreased.

Subventions for the KG Scheme

The KG Scheme was launched in the 2017/18 school year. The expenditure in 2017-18 is lower than that for 2018-19 and 2019-20 because it only reflects the expenditure for the first 8 months (i.e. August 2017 to March 2018) after the implementation of the Scheme in the 2017/18 school year. In general, the annual expenditure on the KG Scheme changes depending on various factors, including the number of eligible students, the adjustments to subvention amounts by school years, and the enhanced support for kindergartens on a need basis.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5707)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the following items under Subhead 700 Operating Account:

801 Pilot Subsidy Scheme for Students of Professional Part-time Programmes
806 Enhancing the professional development of teachers and principals
817 Mainland University Study Subsidy Scheme
820 Scholarship Scheme for Studying Outside Hong Kong
917 One-off grant for the promotion of Chinese history and culture
925 One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education

Please provide the number of related staff, a breakdown of expenditure involved, and the number of applications received and approved for each of the item for the past 5 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 226)

Reply:

The information of various items under subhead 700 General non-recurrent is set out as follows:

801 Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Pilot Subsidy Scheme)

The Pilot Subsidy Scheme has been implemented since the 2016/17 academic year. The total expenditure involved, and the number of applications received and approved are provided in the table below:

Academic Year	Number of related staff (1)	Total expenditure ($ million)	No. of applications received	No. of applications approved
2016/17	Not applicable(#)	12.7	1 720	1 585
2017/18	Not applicable(#)	27.9	1 650	1 597

(#) Civil servants involved in the implementation of the Pilot Subsidy Scheme are included in the current establishment of the Education Bureau (EDB) and cannot be identified separately.

806 Enhancing the professional development of teachers and principals

The provision under this item will be used for the implementation of various measures and relevant work to enhance the professional development of teachers and principals starting from the 2018/19 school year. Details of the expenditure involved is not available at this stage.

817 Mainland University Study Subsidy Scheme (MUSSS) (The following total expenditure includes the relevant estimates under item 817 and the recurrent expenditure of EDB) (2)

The MUSSS has been implemented since the 2014/15 academic year. The number of related staff, the total expenditure involved, and the number of applications received and approved are provided in the table below:

Academic Year	Number of related staff (1)	Total expenditure ($ million)	No. of applications received	No. of applications approved
2014/15	10	4.0	448	263
2015/16		6.5	580	479
2016/17		29.0	2 425	2 190
2017/18		37.0	3 453	3 056

820 Scholarship Scheme for Studying Outside Hong Kong

The Scholarship Scheme has been implemented since the 2015/16 academic year. The number of related staff, the total expenditure involved, and the number of applications received and approved are provided in the table below:

Academic Year	Number of related staff (1)	Total expenditure ($ million)	No. of applications received	No. of applications approved
2015/16	3	20.7	658	92
2016/17		32.3	681	93
2017/18		46.0	856	97

917 One-off grant for the promotion of Chinese history and culture

In 2017, the EDB provided a one-off grant of $100,000 and $150,000 to each public sector and Direct Subsidy Scheme (DSS) primary and secondary schools (including special schools) respectively for the promotion of Chinese history and culture. The relevant grant can be used across years until the end of the 2019/20 school year. The total expenditure in the 2016/17 and 2017/18 school years was about $116 million and $1.2 million respectively.

925 One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics (STEM) education

In 2017, the EDB disbursed a one-off grant of $200,000 to each public sector and DSS secondary school (including special schools) for the promotion of STEM education. The grant can be used across years until the end of the 2018/19 school year. The total expenditure in the 2016/17 and 2017/18 school years was about $90.8 million and $2.3 million respectively.

Notes

(1): The number of related staff refers to the civil service posts created for the implementation of the relevant item.

(2): The operation of MUSSS involves different provisions. The non-recurrent provision under item 817 was used to provide subsidy for needy Hong Kong students pursuing undergraduate programmes through the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions in the 2014/15, 2015/16 and 2016/17 academic years. Starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate programmes in designated Mainland institutions, irrespective of the channels of their admission to these institutions. Subsequently, a "non-means-tested subsidy" was introduced under the MUSSS in the 2017/18 academic year. The expenditure involved is subsumed under EDB's estimated recurrent expenditure of the relevant years, rather than item 817.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7220)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Government's plan to promulgate "a new open data policy requiring bureaux and departments to publish annual open data plans", please set out in detail the Education Bureau's open data plan, including the data types or project names, the scope involved, a brief description of data contents, release dates, and frequency of update.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 218)

Reply:

Details of the Education Bureau's open data plan are set out in Annex.

Annex

Open data plan of the Education Bureau

No.	Type of data/name of dataset	Target release date	Frequency of updating	Brief descriptions of data content/scope
New release of datasets				
1	Senior secondary subject information	Jan 2019 (released)	Annually (between Aug and Oct every year)	Information on senior secondary subjects offered by schools and taken by students as collected from the "Survey on Senior Secondary Subject Information" has been provided in CSV and XLSX format.
2	Information on Registered Courses under Cap.493 conducted in Hong Kong	Apr 2019	Half-yearly	The List of Registered Courses published on the website of Non-local Higher and Professional Education Courses has been provided in CSV and XLSX format.
3	Information on Exempted Courses under Cap.493 conducted in Hong Kong	Apr 2019	Half-yearly	The List of Exempted Courses published on the website of Non-local Higher and Professional Education Courses has been provided in CSV and XLSX format.
4	Number of cross-boundary students in kindergartens, primary and secondary schools	May 2019	Annually	Number of cross-boundary students in kindergartens, primary and secondary schools will be provided in CSV and XLSX format.
5	Vacancy Situation of Public Sector Primary Schools	Jun 2019	Monthly (except Sep and Oct)	Vacancy situation of public sector primary schools by district will be provided in CSV and XLSX format.
6	Vacancy Situation of Public Sector Secondary Schools	Jun 2019	Monthly (except Sep and Oct)	Vacancy situation of public sector secondary schools by district will be provided in CSV and XLSX format.
7	Membership list of Curriculum Development Council and its committees	Sep 2019	Annually	Membership list of Curriculum Development Council and its committees will be provided in CSV and XLSX format.

No.	Type of data/name of dataset	Target release date	Frequency of updating	Brief descriptions of data content/scope
Addition of other machine-readable format for datasets available on the "Data.One" portal				
1	Accommodation and Student Enrolment in Kindergartens by Grade	Mar 2019 (released)	Annually	Information on accommodation and student enrolment in kindergartens by grade in local and non-local schools is now also available in CSV file format.
2	Day Schools by Level and Sector	Mar 2019 (released)	Annually	Information on day schools by level and sector is now also available in CSV file format.
3	Facilities Information (Contact Information)	Mar 2019 (released)	Annually	Contact information on the self-financing post-secondary institutions is now also available in CSV file format.
4	Facilities Information (Facilities Information)	Mar 2019 (released)	Annually	Facilities information on the self-financing post-secondary institutions is now also available in CSV file format.
5	List of Kindergartens Joining the Kindergarten Education Scheme in the current school year	Mar 2019 (released)	Annually (and upon new addition of kindergartens)	List of kindergartens joining the kindergarten education scheme in the current school year with school name and district is now also available in CSV file format.
6	List of Local Kindergartens (KGs) Not Joining the KG education scheme in the current school year but Participating in the "K1 Admission Arrangements"	Mar 2019 (released)	Annually	List of local kindergartens (KGs) not joining the KG education scheme in the current school year but participating in the "K1 Admission Arrangements" (with school name, school address, distribution of application forms via school website/without quota, "Not More Than One Place for Each Child" measure and release of information on K1 Vacancies through the EDB's electronic platform) is now also available in CSV file format.
7	List of Study Room	Mar 2019 (released)	Annually	List of study room operated/subvented by the Education Bureau, Leisure and Cultural Services Department, Social Welfare Department, Home Affairs Department and non-government organisations (with district, name of study room, address, telephone no. and fax. no.) is now also available in CSV file format.

8	Operating Classes, Accommodation, Student Enrolment and Repeaters in Primary Schools by Grade	Mar 2019 (released)	Annually	Information on operating classes, accommodation, student enrolment and repeaters in local and international primary schools by grade is now also available in CSV file format.
9	Operating Classes, Accommodation, Student Enrolment and Repeaters in Primary Schools by Sector	Mar 2019 (released)	Annually	Information on operating classes, accommodation, student enrolment and repeaters in local and international primary schools by sector is now also available in CSV file format.
10	Operating Classes, Accommodation, Student Enrolment and Repeaters in Secondary Day Schools by Grade	Mar 2019 (released)	Annually	Information on operating classes, accommodation, student enrolment and repeaters in local and international secondary day schools by grade is now also available in CSV file format.
11	Operating Classes, Accommodation, Student Enrolment and Repeaters in Secondary Day Schools by Sector	Mar 2019 (released)	Annually	Information on operating classes, accommodation, student enrolment and repeaters in local and international secondary day schools by sector is now also available in CSV file format.
12	Programme Information	Mar 2019 (released)	Annually	List of full-time locally-accredited undergraduate and sub-degree programmes published on iPASS website is now also available in CSV file format.
13	Scholarships/Awards Information	Mar 2019 (released)	Annually	Information on scholarships/awards granted under the Self-financing Post-secondary Scholarship Scheme is now also available in CSV file format.
14	Student Enrolment in Day Schools by Level and Sector	Mar 2019 (released)	Annually	Information on student enrolment in day schools by level and sector is now also available in CSV file format.
15	Student Enrolment in Local Other Secondary Day Courses by Grade	Mar 2019 (released)	Annually	Information on student enrolment in local other secondary day courses by grade is now also available in CSV file format.
16	Student Enrolment in Local Private Secondary Evening Schools by Grade	Mar 2019 (released)	Annually	Information on student enrolment in local private secondary evening schools by grade is now also available in CSV file format.
17	Student Enrolment in Primary Schools by District and Grade	Mar 2019 (released)	Annually	Information on student enrolment in primary schools by district and grade is now also available in CSV file format.

18	Student Enrolment in Secondary Day Schools by District and Grade	Mar 2019 (released)	Annually	Information on student enrolment in secondary day schools by district and grade is now also available in CSV file format.
19	Student Statistics	Mar 2019 (released)	Annually	Information on student statistics on full-time locally-accredited self-financing sub-degree and undergraduate programmes is now also available in CSV file format.
20	Suggested Book Lists for Technology Education	Mar 2019 (released)	Annually	Suggested book lists for technology education (such as related key learning areas, subjects, key stage, book titles, language, descriptions, aims and text-type) is now also available in CSV file format.
21	Teaching Staff Statistics	Mar 2019 (released)	Annually	Information on number and academic qualifications of academic staff of the self-financing post-secondary institutions is now also available in CSV file format.
22	Vacancy Information of K1 classes	Mar 2019 (released)	Weekly/ fortnightly/ monthly/ (when new updates available)	Vacancy information of K1 classes (with district, SCRN, school name and nursery vacancy status) is now also available in CSV file format.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7272)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide figures on the lowest, highest and median school fees charged by kindergartens operating whole-day classes in the past 5 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 104)

Reply:

The median, highest and lowest school fees charged by kindergartens (KGs) operating whole-day (WD) classes, by type of KGs, from the 2014/15 to 2018/19 school years are tabulated at Appendix.

Appendix

Median, highest and lowest school fees
charged by KGs operating WD classes by type of KGs
from the 2014/15 to 2018/19 school years

2014/15 school year

Annual school fee	WD Classes				
	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))	FACs	Local NPM KGs not joining the PEVS	Local private independent (PI) KGs	Non-local KGs
Median school fee ($)	36,600	38,600	75,900	64,800	97,900
Highest school fee ($)	60,000	52,900	154,100	111,600	154,100
Lowest school fee ($)	19,400	22,700	51,100	23,300	47,800

2015/16 school year

Annual school fee	WD Classes				
	Local NPM KGs joining the PEVS (excluding FACs)	FACs	Local NPM KGs not joining the PEVS	Local PI KGs	Non-local KGs
Median school fee ($)	39,600	42,100	80,300	69,600	101,700
Highest school fee ($)	67,500	59,500	166,500	111,600	166,500
Lowest school fee ($)	21,100	26,400	55,100	31,200	47,800

2016/17 school year

Annual school fee	WD Classes				
	Local NPM KGs joining the PEVS (excluding FACs)	FACs	Local NPM KGs not joining the PEVS	Local PI KGs	Non-local KGs
Median school fee ($)	42,300	46,200	82,000	74,400	109,800
Highest school fee ($)	69,700	64,900	177,400	125,000	177,400
Lowest school fee ($)	21,700	30,600	57,900	32,000	47,800

2017/18 school year

Annual school fee	WD Classes				
	Local NPM KGs joining the KG education scheme (KG Scheme) (excluding FACs)	FACs	Local NPM KGs not joining the KG Scheme	Local PI KGs	Non-local KGs
Median school fee ($)	7,300	11,400	71,400	78,500	115,200
Highest school fee ($)	25,900	22,500	181,700	140,000	181,700
Lowest school fee ($)	200	900	38,300	35,300	47,800

2018/19 school year

Annual school fee	WD Classes				
	Local NPM KGs joining the KG Scheme (excluding FACs)	FACs	Local NPM KGs not joining the KG Scheme	Local PI KGs	Non-local KGs
Median school fee ($)	8,100	12,000	87,400	81,600	118,600
Highest school fee ($)	26,200	26,200	198,300	149,800	198,300
Lowest school fee ($)	200	700	38,300	38,300	47,800

Note:

1. Figures are rounded to the nearest hundred.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3807)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Education Bureau (EDB) provides, by phases in 3 years, each public sector ordinary primary and secondary school with an additional teaching post (i.e. an Assistant Primary School Master/Mistress (APSM) in primary schools or a Graduate Master/Mistress (GM) in secondary schools) to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO). In this regard, would the EDB please inform this Committee of the following:

(1) How many public sector ordinary primary and secondary schools have already assigned a designated teacher to take up the role of SENCO?

(2) Of the above schools, how many have arranged the workload of SENCO in accordance with the EDB's proposal of "70% of the time to perform the above duties relating to the support of students with SEN. The remaining time should be spent on classroom teaching"; and

(3) Among schools that cannot meet the above requirements, how many can meet the EDB's requirement of "the time spent on performing the duties stipulated by SENCO should not be less than 50% of the total time"?

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 406)

Reply:

(1) to (3)

In the 2018/19 school year, 544 public sector mainstream primary and secondary schools (300 primary schools and 244 secondary schools) have been provided with a Special Educational Needs Coordinator (SENCO). The Education Bureau (EDB) requires these schools to distribute the work of SENCOs appropriately so that they can make use of about 70% of their time to perform duties relating to the support of students with special

educational needs (SEN). The remaining time should be spent on classroom teaching. As schools are at different stages in the implementation of integrated education, and the number of students with SEN in schools and their needs for support are different, schools may make adjustment to the distribution of work for SENCOs in the light of school-based needs. However, the time SENCOs spent on performing duties relating to the support of students with SEN should not be less than 50% of the total time. The record of the EDB shows that in the 2018/19 school year, all schools which have been provided with a SENCO can distribute the work of SENCOs in accordance with the aforementioned requirement.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3808)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from this academic year, the Government provides a non-means-tested annual subsidy of $30,000 for eligible students pursuing full-time locally-accredited local and non-local self-financing undergraduate (including top-up degree) programmes offered by eligible institutions in Hong Kong. In this connection, please inform this Committee of the number of students applying for the subsidy so far.

Separately, the number of students applying for the above subsidy shows that the undergraduate places offered by publicly-funded institutions are insufficient. Would the Education Bureau please inform this Committee whether it plans to increase the number of undergraduate places offered by publicly-funded institutions to meet the demand of all eligible secondary 6 graduates?

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 407)

Reply:

The Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) covers about 300 full-time locally accredited self-financing local and non-local undergraduate programmes (including first-year first-degree (FYFD) and top-up degree programmes) offered by 16 eligible post-secondary institutions (including 10 approved post-secondary colleges under the Post Secondary Colleges Ordinance (Cap. 320), the Open University of Hong Kong, the Technological and Higher Education Institute of Hong Kong and the School for Higher and Professional Education under the Vocational Training Council, Hong Kong Art School, Hong Kong Institute of Technology, and Savannah College of Art and Design Foundation (Hong Kong) Limited). The Education Bureau (EDB) received 16 661 applications submitted by students under the NMTSS in the 2018/19 academic year. The figure includes applications from new intakes and current students pursuing relevant programmes in the 2018/19 academic year.

It is the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors. The self-financing education sector plays an important role in increasing articulation opportunities and choices and providing quality, diversified and flexible pathways with multiple entry and exit points for students. Through the development of the publicly-funded and self-financing sectors, about 50 per cent of young people in the relevant age cohorts have access to degree-level education in the 2018/19 academic year. Including sub-degree students, over 70 per cent of young people now have access to post-secondary education.

We note that there have been views in the community that the Government should subsidise more local students who have attained the general entrance requirements for undergraduate admission (i.e. level 3 for Chinese Language and English Language and level 2 for Mathematics Compulsory Part and Liberal Studies) in the Hong Kong Diploma for Secondary Education (HKDSE) Examination to pursue degree education. In fact, there are currently sufficient publicly-funded and self-financing FYFD places for all Secondary 6 graduates who meet the general entrance requirements for undergraduate admission.

In recent years, the Government has implemented a series of measures to further increase the opportunities and subsidies for local students to pursue undergraduate programmes, such as gradually increasing the University Grants Committee (UGC)-funded senior year undergraduate intake places to enable 5 000 outstanding graduates of sub-degree programmes to pursue subvented degree programmes starting from the 2018/19 academic year; subsidising students to pursue self-financing undergraduate and sub-degree programmes in selected disciplines to meet Hong Kong's manpower needs through the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP); and providing eligible students with a non-means-tested subsidy of around $30,000 per annum for pursuing self-financing FYFD and top-up degree programmes through the NMTSS. UGC-funded programmes and self-financing programmes covered by SSSDP and NMTSS have all gone through stringent academic accreditation and lead to qualifications that are recognised by the Government. In recent years, self-financing institutions have also rolled out various popular and/or unique programmes in such disciplines as allied health, testing and certification, horticulture and landscape management, and culinary arts and management etc. in an attempt to supplement the programmes offered by the UGC-funded sector.

Furthermore, the Government has in recent years enhanced the support and subsidies for Hong Kong students who opt to pursue further studies in the Mainland or abroad. In 2018, 102 Mainland higher education institutions participated in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) which admits Hong Kong students based on their results in the HKDSE Examination and exempts them from taking the Joint Entrance Examination for Mainland Institutions. In 2019, the number of participating Mainland higher education institutions of the Admission Scheme will increase to 112. The EDB has also introduced the Mainland University Study Subsidy Scheme to provide a non-means-tested annual subsidy of $5,600 and a means-tested subsidy capped at $16,800 to Hong Kong students pursuing undergraduate studies at designated Mainland institutions. At the same time, the EDB has launched the Hong Kong Scholarship for Excellence Scheme to support a maximum of 100 outstanding students per cohort to pursue studies at world renowned universities outside Hong Kong with a view to nurturing more top talent in various fields to support the development of Hong Kong.

Given the aforesaid developments and the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors, coupled with a drop in the number of secondary school graduates in the coming few years, we do not see the need to increase the number of UGC-funded FYFD places at this stage. The Government will continue to exercise prudence in its planning for the provision of higher education, with due emphasis on both quality and quantity.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3844)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

To promote the healthy and sustainable development of the self-financing post-secondary education sector, the Government has launched the Land Grant Scheme (LGS) to provide land sites at nominal premium or vacant Government premises at nominal rent to self-financing non-profit-making post-secondary institutions to operate locally-accredited self-financing local and/or non-local post-secondary programmes. Since the launch of the LGS in 2002, 11 sites and 8 Government premises have been granted. In this connection, would the Government please provide the following information:

Location of Land Site/Government Premises	Area of Land Site/Government Premises (hectares)	Name of Non-profit-making Post-secondary Institution	Number and Types of Programmes Offered

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 344)

Reply:

In support of the healthy and sustainable development of self-financing post-secondary education sector, the Land Grant Scheme (LGS) was introduced in 2002 to allocate land sites at nominal premium and vacant government premises at nominal rent to non-profit-making post-secondary institutions for operation of self-financing locally-accredited post-secondary programmes at sub-degree level or above. As at February 2019, 11 land sites and 8 vacant government premises have been allocated under the LGS. The site area/gross floor area of the related land sites/vacant government premises and the number of programmes which the respective operators planned to offer thereat in the 2018/19 academic year are set out at **Annex**.

Annex

Site Area of Land Sites Allocated under the Land Grant Scheme and Number of Programmes Planned to be Offered by the Respective Operators in the 2018/19 Academic Year

Land sites allocated	Site area (Approximate) (in hectare)	Operators	No. of planned programmes at sub-degree level or above in the 2018/19 academic year
1. 8 On Muk Street, Shek Mun, Shatin, New Territories	0.65	Hong Kong Baptist University - College of International Education and School of Continuing Education	17
2. 28 Wang Hoi Road, Kowloon Bay, Kowloon	0.21	HKU SPACE Community College	16
3. 8 Hung Lok Road, Hung Hom, Kowloon	0.44	The Hong Kong Polytechnic University (PolyU) - Hong Kong Community College (HKCC) and School of Professional Education and Executive Development (SPEED)	25
4. 18 Chui Ling Road, Tseung Kwan O, New Territories	0.49	Caritas Bianchi College of Careers	6
5. 9 Hoi Ting Road, Yau Ma Tei, Kowloon	0.40	PolyU - HKCC and SPEED	25
6. 80 Castle Peak Road, Castle Peak Bay, Tuen Mun, New Territories	1.69	Chu Hai College of Higher Education	17
7. Hang Shin Link, Siu Lek Yuen, Shatin, New Territories	0.57	The Hang Seng University of Hong Kong	20
8. 81 Chung Hau Street, Ho Man Tin, Kowloon	0.43	The Open University of Hong Kong	8
9. Tseung Kwan O Town Lot No. 97, Area 73B, New Territories	0.74	Caritas Institute of Higher Education	10
10. Chai Wan Inland Lot No. 182, Hong Kong	0.99	Vocational Training Council - Technological and Higher Education Institute of Hong Kong	13
11. Ex-Victoria Road Detention Centre site, Mount Davis, Hong Kong	0.64	The University of Chicago Booth School of Business	1

Gross Floor Area of Vacant Government Premises Allocated under the Land Grant Scheme and Number of Programmes Planned to be Offered by the Respective Operators in the 2018/19 Academic Year

Vacant government premises	Gross floor area (Approximate) (in m^2)	Operators	No. of planned programmes at sub-degree level or above in the 2018/19 academic year
1. Ex-premises of Po Leung Kuk Ho To Shui Hing Primary School, 8 Tam Kung Temple Road, Shau Kei Wan, Hong Kong	890	Hong Kong Art School	2
2. Ex-premises of Ho Fai Primary School, Yiu On Estate, Ma On Shan, Shatin, New Territories	5 050	Hong Kong College of Technology (HKCT)	10
3. Ex-premises of Kwong Yuet Tong Excel Foundation Primary School, 3 Wah Lam Path, Pokfulam, Hong Kong	5 700	HKU SPACE Community College*	12
4. Ex-premises of HKTA Tong Tang Sook Fong Memorial School Estate Primary School, No. 2, Phase II, Tsui Lam Estate, Tseung Kwan O, New Territories	5 275	The Chinese University of Hong Kong - School of Continuing and Professional Studies	15
5. Ex-premises of St. Thomas Primary School, 213 Nam Cheong Street, Sham Shui Po, Kowloon	1 090	Hong Kong Institute of Technology	9
6. Ex-premises of FDBWA Mrs Fung Ping Shan Primary School, 2 On Shing Street, Ma On Shan, Shatin, New Territories	9 610	HKCT Institute of Higher Education and HKCT	8
7. Post-secondary college premises at Tai Wai MTR Station	15 000	Community College of City University/UOW College Hong Kong	Construction in progress
8. Ex-premises of Po Leung Kuk Wai Yin College, 2 Tin Wan Hill Road, Aberdeen, Hong Kong	3 060	Yew Chung College of Early Childhood Education	2

* The premises is temporarily being shared by Centennial College and HKU SPACE Community College with approval from the Education Bureau.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6497)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give the numbers and details of visits made to various District Councils and district activities attended by the Secretary for Education in the past 2 years.

District	District Council meetings	District visits	Activities organised by local residents	Government activities
Central & Western	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Eastern	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Southern	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Wan Chai	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Kowloon City	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Kwun Tong	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Sham Shui Po	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Yau Tsim Mong	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:

Wong Tai Sin	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Islands	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Kwai Tsing	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
North	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Sai Kung	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Sha Tin	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Tai Po	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Tsuen Wan	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Tuen Mun	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:
Yuen Long	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:	Date: Venue: Details:

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 477)

Reply:

Since the second half of 2017, the Secretary for Education (SED) has paid visits to the 18 District Councils to meet with District Council members on the following dates:

District	Date
Central &Western	17 July 2018
Eastern	6 September 2018
Southern	18 October 2018
Wan Chai	3 September 2018
Kowloon City	19 September 2018
Kwun Tong	17 January 2018
Sham Shui Po	3 November 2017
Yau Tsim Mong	28 August 2018
Wong Tai Sin	9 December 2017
Islands	20 November 2018
Kwai Tsing	28 November 2017
North	29 September 2017
Sai Kung	17 May 2018
Sha Tin	8 October 2018
Tai Po	23 November 2017
Tsuen Wan	10 December 2018
Tuen Mun	5 February 2018
Yuen Long	24 July 2018

The SED also attended a large number of activities organised by the Government and various organisations from time to time. We have not compiled a breakdown of such activities by district or organiser.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6504)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise of the number of cross-boundary students studying in kindergartens, primary and secondary schools in Hong Kong by District Council district in the past 5 years.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 486)

Reply:

From the 2014/15 to 2018/19 school years, the number of cross-boundary students (CBS) by district and class level is as follows:

(1) Kindergartens (including kindergarten-cum-child care centres)

District	**School Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
North	5 379	5 431	4 500	2 997	1 675
Tai Po	391	346	182	94	25
Sha Tin	51	62	39	16	3
Yuen Long	2 500	2 547	1 723	802	185
Tuen Mun	1 893	1 856	1 257	624	130
Tsuen Wan	0	0	0	1	1
Kwai Tsing	80	91	85	39	8
Tung Chung	69	73	60	37	4
Wong Tai Sin	1	1	0	0	0

(2) Primary Schools

District	School Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
North	5 590	6 117	6 679	7 067	7 583
Tai Po	1 496	1 990	2 543	2 787	2 963
Sha Tin	322	473	555	602	630
Yuen Long	2 609	3 435	4 233	4 663	4 667
Tuen Mun	1 712	2 301	2 763	2 865	3 052
Tsuen Wan	1	7	33	46	50
Kwai Tsing	2	41	182	420	455
Tung Chung	6	65	200	381	424
Wong Tai Sin	36	138	270	384	364

(3) Secondary Schools

District	School Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**
North	1 995	2 117	2 228	2 562	3 123
Tai Po	406	457	516	708	1 004
Sha Tin	49	84	62	84	137
Yuen Long	293	351	391	471	796
Tuen Mun	106	123	157	258	489
Tsuen Wan	1	0	0	0	2
Kwai Tsing	0	0	0	0	1
Tung Chung	1	0	0	1	14
Wong Tai Sin	1	0	1	0	1

Notes: (1) Figures refer to the position as at September of the respective school years.
(2) 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, Tung Chung and Wong Tai Sin districts.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6505)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise of the following:

(a) the number of suicides among local post-secondary, secondary and primary students in the past 5 years;

(b) the number of suicides among teachers in the past 5 years;

(c) the government expenditures on provision of school-based psychology service for primary and secondary schools in the past 5 years, together with the details and effectiveness of such service;

(d) the number and manpower ratio of educational psychologists, psychiatric nurses and social workers in primary and secondary schools in the past 5 years;

(e) whether there will be measures to achieve the provision of one educational psychologist/psychiatric nurse/social worker per school in the coming year; if yes, the details, implementation timetable and resources involved; if no, the reasons;

(f) whether there will be government measures to prevent student suicides in the coming year; if yes, the details, the staff establishment and resources involved; and what measures were implemented in the past 5 years and how effective they were; and

(g) whether there will be government measures to provide guidance or support for teachers, or to prevent teacher suicides in the coming year; if yes, the details, the staff establishment and resources involved; what measures were implemented in the past 5 years and how effective they were.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 487)

Reply:

(a) and (b)
The Education Bureau (EDB) has required primary and secondary schools to report suspected fatal suicide cases of students to keep in view the situation and provide professional support for the schools concerned as appropriate. The nature and number of fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. The EDB has not captured the relevant information from the Court. Hence, we are unable to provide officially verified figures on students' fatal suicide cases. The number of suspected fatal suicide cases of students as reported by primary and secondary schools to the EDB in the past 5 school years is tabulated as follows:

School year	2013/14	2014/15	2015/16	2016/17	2017/18
Number of cases	10	9	19	19	16

The EDB does not require post-secondary institutions to report similar data, nor does it collect information on the number of suicides among teachers.

(c) to (e)
Starting from the 2016/17 school year, the School-based Educational Psychology Service (SBEPS) has covered all public sector primary and secondary schools. In the 2018/19 school year, a total of 456 primary schools and 389 secondary schools are provided with the service. In addition, starting from the 2016/17 school year, the EDB has further enhanced the SBEPS (Enhanced SBEPS) by progressively enhancing the ratio of educational psychologist (EP) to school to 1:4 for public sector schools with comparatively large number of students with special educational needs (SEN). In the 2018/19 school year, a total of 119 schools receive the Enhanced SBEPS. From the 2014/15 to 2018/19 school years, the respective number of EPs providing the SBEPS (including Enhanced SBEPS) is 99, 114, 138, 144 and 151. The total expenditure for the provision of the SBEPS for public sector mainstream primary and secondary schools by EDB is tabulated as follows:

School year	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised estimate)
Expenditure ($ million)	85	103	119	127	173

Each EP serves 6 to 10 public sector mainstream primary and secondary schools, in general 7 or 8 schools. Adopting a comprehensive and integrated service model that aims at enhancing schools' professional capacity to cater for students' diverse educational needs, EPs provide support at the school system, teacher and student levels. Specifically, EPs provide assessment and intervention services for students, training for parents, consultation and professional development programmes for teachers, and offer professional advice on school policies and measures in relation to supporting students with diverse educational needs.

A quality assurance mechanism has been put in place to evaluate service effectiveness and to ensure service quality. Under the mechanism, the EDB conducts an annual review through a questionnaire survey among participating schools and EPs at the end of a school

year to gauge feedback from different stakeholders. The EDB also conducts school visits to review service deliverables (including the work plans and progress reports submitted by EPs) and to hold meetings with EPs and school personnel to advise on issues related to the implementation of the SBEPS. In addition, the EDB holds regular meetings with the school sponsoring bodies providing the service to review service planning and coordination. Views given by different stakeholders indicated that the SBEPS was able to meet the needs of schools and the satisfaction level among schools receiving the Enhanced SBEPS had also risen.

As announced in the 2018 Policy Address, the Enhanced SBEPS will be further extended with the target of covering about 60% of public sector ordinary primary and secondary schools by the 2023/24 school year through enhancing the current EP to school ratio from between 1:6 and 1:10 to 1:4, whereas the ratio for the remaining 40% of schools will be enhanced to 1:6. The EDB has made reference to the educational psychology service for schools in other advanced countries, which also adopt an integrated service model that covers student casework as well as support at the teacher and school system levels. Neither do these countries provide each public sector school with 1 school-based EP. We are of the view that the arrangement of 1 EP serving several schools will enable the EP to consolidate the experience in supporting different schools, thus performing his/her professional duties more effectively. Therefore, the EDB does not plan to enhance the EP to school ratio to 1:1.

As for school social workers, school social work services for secondary schools are, through the subvention of Social Welfare Department (SWD), provided by non-governmental organisations. According to the SWD, the number of school social workers for secondary schools from 2014-15 to 2018-19 is as follows:

Financial year	2014-15	2015-16	2016-17	2017-18	2018-19 (Revised estimate)
No. of school social workers	564	561	561	560	559

As we do not collect information on the number of extra social workers appointed by schools using other resources, the data presented above should not be interpreted as the total number of social workers in secondary schools.

Starting from the 2019/20 school year, the Government will implement the policy of "two school social workers for each school" and enhance supervisory support in over 460 secondary schools in the territory. The additional full year recurrent provision involved will be around $313 million.

As for primary schools, the EDB has collected complete information of their serving social workers starting from the 2017/18 school year. According to the information gathered, the respective number of social workers providing guidance service in public sector primary schools in the 2017/18 and 2018/19 school years is 544 and 569. We do not have the data and information for the school years before the 2017/18 school year.

To support schools in better catering for the needs of students, the Government has, starting from the 2018/19 school year, provided public sector primary schools with additional resources through a new funding mode to enable them to implement the policy of "one school social worker for each school" according to school-based circumstances. The measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources. The objective of the measure is to further enhance the overall quality of guidance service by ensuring that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualification. It is estimated that the annual additional recurrent expenditure in ordinary primary schools will be around$111million.

For schools currently employing Student Guidance Teachers (SGTs), they can continue with the existing arrangements. For those without SGTs, the EDB will provide a 3-year transitional period for them to switch to the new funding mode before the 2021/22 school year. In case schools are not able to switch to the new funding mode after the 3-year transitional period owing to the need for more time to handle personnel matters in respect of their serving student guidance personnel, including retaining their serving student guidance personnel due to special needs, they may discuss with the EDB separately. In the 2018/19 school year, 223 public sector primary schools have switched to the new funding mode, accounting for about 50% of all public sector primary schools.

Manpower ratio of psychiatric nurses is not available as there are currently no such posts on the establishment of public sector schools.

(f)
The EDB has been encouraging schools to adopt the Whole School Approach directed at three levels, namely "Universal", "Selective" and "Indicated" to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk).

At the Universal level, the EDB has been actively promoting diversified development programmes featuring adventure-based, team building and problem-solving training, such as the "Understanding Adolescent Project" for primary schools, and the "Enhanced Smart Teen Project" for secondary schools and the "Pupil Ambassador Scheme on Positive Living", to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. The expenditure involved for the above work in 2018-19 is about $66 million. The estimated expenditure for 2019-20 is about $75 million. Besides, the EDB and the Department of Health (DH) jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 and 2018/19 school years to enhance students' awareness and understanding of mental health and strengthen their ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding $200,000 through simplified application procedures to organise activities related to the Campaign. Up to February 2019, more than 700 applications were approved under the Joyful@School Campaign with a total grant amount of more than $150 million.

At the Selective level, starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with SEN pitched at

Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, the EDB also provides teachers of primary and secondary schools with the "Professional Development Programme for Mental Health", including elementary training for teachers at large and in-depth training for designated teachers with a view to raising their awareness of mental health and enhancing their professional knowledge and skills to identify and support students with mental health needs. The EDB provides public sector mainstream schools with around 2 000 training places for the "Professional Development Programme for Mental Health" in the 2018/19 and 2019/20 school years. Besides, in each school year, the EDB also organises talks, seminars and experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. In general, the revised estimated expenditure for teacher training courses on supporting students with SEN and various related training activities for the 2018/19 school year is about $90 million. The estimated expenditure for the 2019/20 school year is about $100 million. To help schools identify and support students with mental health needs, the EDB has published "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" which was developed in collaboration with the Hospital Authority (HA) for reference of teachers and school personnel.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with the EDB, the HA and the SWD, has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through a school-based platform.

The EDB works with the Curriculum Development Council to continuously review the primary and secondary curricula in order to better cater for learning differences. The EDB suggests schools coordinate the daily amount of homework assigned so that students can have sufficient time to rest, play and develop their interests. The EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made under the New Academic Structure Review, so as to support schools and meet the diverse learning needs of students. Measures included the following: increasing the flexibility in deploying lesson time; trimming, enhancing or updating the curriculum contents and assessment arrangements, and clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload; arranging for more Applied Learning (ApL) courses to register in the Qualifications Register and increasing learning opportunities for workplace experience; and encouraging students interested in vocational and professional education and training to study one to two ApL courses. The EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about two years to make directional recommendations on the school curriculum to the Government. The expenses for the above work have been subsumed under the overall expenditure of the EDB.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing vocational and professional education and training or prepared to enter the workforce, so as to enhance their English proficiency and provide opportunities for them to attain relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, the EDB endeavors to promote home-school co-operation and parent education. The EDB has all along been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in the early identification of their children's emotional problems and fostering positive thinking in their children. Besides, the EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. In parallel, the Education Commission set up the Task Force on Home-school Co-operation and Parent Education in December 2017 to review the existing approach in promoting home-school co-operation and parent education and to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children grow up happily and healthily, and learn effectively through, among others, promotion of correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. Accepting the Task Force's recommendations, the EDB will provide Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools with additional resources for enhancing home-school co-operation and promoting parent education starting from the 2019/20 school year. In 2018-19, the expenditure for promoting home-school co-operation and parent education is about $37.14 million and the estimated expenditure for 2019-20 is about $63.38 million.

Besides, on the request of the Chief Executive in October 2017, the Labour and Welfare Bureau (LWB) coordinated a cross-bureaux/departments Task Force on Prevention of Youth Suicides (the Task Force). The Task Force was to take stock of the progress of implementation of recommendations set out in the Final Report of the Committee on Prevention of Student Suicides issued in 2016 by the Committee on Prevention of Student Suicides commissioned by the EDB, and to consider if further policy measures and action should be taken to strengthen the efforts to prevent youth suicides. In addition to the LWB and EDB, the Task Force also comprises the FHB, the Home Affairs Bureau, the SWD, the DH and the HA. The Chief Executive endorsed the Report of the Task Force on Prevention of Youth Suicides (Task Force Report) in November 2018. The full text of the Task Force Report has been uploaded to the LWB website (https://www.lwb.gov.hk/eng/other_info/TFPYS_Report_(English).pdf).

(g)
The EDB has all along attached great importance to teachers' well-being and kept in view their working conditions with a view to providing them with appropriate support. We

encourage schools to strengthen communication and discussion with teachers and make fair and reasonable working arrangements in light of their school circumstances. If there are no operational needs, teachers should as far as possible be entitled to school holidays so that they have time for rest or personal commitments and thus achieve work-life balance. The EDB encourages schools to promote mental health on campus, including implementing mental health projects and education, to enhance the understanding and recognition of mental health among students, teachers and parents at the Universal level. While these activities are primarily targeted at students, we also encourage teachers and other stakeholders to join in and increase their awareness of mental health, understanding of the sources of stress and ways to cope with it for realising healthy life.

In addition, the EDB organises talks and sharing sessions on mental health for teachers. Starting from the 2017/18 school year, we have also provided "Professional Development Programme for Mental Health" for primary and secondary school teachers, including elementary training for teachers at large and in-depth training for designated teachers. Teachers' mental health is also covered in these programmes. Content related to maintenance of teachers' mental well-being and healthy lifestyle is also incorporated in the teacher training under the Student Mental Health Support Scheme launched by the FHB in collaboration with the EDB, the HA and the SWD to provide support for students with mental illness. Moreover, the Joyful@School Campaign jointly organised by the EDB and the DH, as well as the Mindshift+ Educational Programme launched by the University of Hong Kong with the funding support of the EDB both share with teachers ways to maintain their mental health through talks or related activities. Participation in the professional development activities above will enhance teachers' understanding of mental health and ways to manage and relieve stress as well as emotions. We believe that such knowledge and skills do not only help teachers rendering support to students with mental health needs, but also strengthen their capacities in handling their own emotions and stress.

To help teachers and principals cope with stress at work or personal emotional problems, we have set up the Teachers' Helpline to provide telephone counselling and appropriate support services. The counsellors of the Teachers' Helpline will do their best to understand the situation of the callers and help them analyse and manage their problems. They will also, as and when necessary, provide professional telephone counselling, face-to-face counselling and arrange for professionals (such as clinical psychologists) to follow up cases. We also organise courses for teachers and principals on stress management and promotion of mental well-being under the Teachers' Helpline initiative. From the 2013/14 to 2017/18 school years, the average annual expenditure on this initiative is about $400,000 and about 300 cases for assistance were received in each of these years.

In any case, when teachers experience persistent or significant signs of stress, they should immediately seek help from relevant professionals, such as clinical psychologists and psychiatrists for timely and appropriate counselling or treatment.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3855)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Education Bureau (EDB), by phases in 3 years, provide each public sector ordinary primary and secondary school with a graduate teaching post within the staff establishment to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO) to support integrated education. From the 2019/20 school year onwards, the post of SENCO in public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs (SEN) will be upgraded to a promotion rank. Would the Administration inform this Committee of the following:

What is the estimated number of primary and secondary schools whose SENCO post will be upgraded to a promotion rank? What are the corresponding rank, remuneration and salary point? What are the respective numbers of students with SEN admitted to these schools? Please provide the data disaggregated according to 18 districts in tabular form.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 2)

Reply:

In the 2019/20 school year, all public sector mainstream primary and secondary schools (455 primary schools and 389 secondary schools) will each be provided with a Special Educational Needs Coordinator (SENCO) post. In the said school year, the Education Bureau will also upgrade the post of SENCO in public sector mainstream primary and secondary schools with comparatively large number of students with special educational needs (SEN) to a promotion rank, i.e. Senior Graduate Master/Mistress in secondary schools or Primary School Master/Mistress in primary schools. The salary point and salary of these two ranks are tabulated as follows:

	Rank	Salary Point	Monthly Salary ($) (effective from 1 April 2018)
Primary School	Primary School Master/Mistress	30 - 33	61,060 - 70,090
Secondary School	Senior Graduate Master/Mistress	34 - 39	70,590 - 85,770

In the 2019/20 school year, when a school admits comparatively large number of students with SEN and the specific threshold for Learning Support Grant (LSG) has been met, the post of SENCO will be upgraded to a promotion rank. It is anticipated that about 80% of the public sector mainstream schools will benefit from the measure. The amount of LSG is calculated based on the number of students with SEN admitted by the schools as well as the tier of support they require. Hence, among the schools whose SENCO post will be upgraded to a promotion rank, the number of students with SEN admitted will vary greatly. Besides, as whether the post of SENCO will be upgraded to a promotion rank is irrelevant to the district where a school is located, we have not compiled figures by district.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3859)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The integrated education policy has been implemented in mainstream primary and secondary schools by the Government since 1997 to enable students with special educational needs (SEN) to study in mainstream schools. Would the Government:

(a) tabulate the details, duration, targets and expenditures involved of the subsidies/support measures that have been/are provided for schools since the implementation of the integrated education policy;

(b) tabulate the following information for the school years from 2014/15 to 2018/19:

(i) the number of students studying in mainstream primary and secondary schools by grade level and by type of SEN;

(ii) the percentage of students mentioned in (i) out of the total number of students studying in mainstream primary and secondary schools in the territory by grade level;

(iii) the number of students with SEN studying in primary and secondary schools in the territory by severity (i.e. Tiers 1, 2 and 3);

(iv) the average unit cost of supporting students with SEN;

(v) the statistics on secondary schools with Individual Education Plans (IEPs) implemented in the territory:

Number of IEPs implemented	Number of schools	
	Primary school	Secondary school
1		
2		
3		
4		
5		
6		
7 or above		
Total		

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 7)

Reply:

(a)

The Government adopts a dual-track mode in providing special education. The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Under the policy of integrated education, other students with special educational needs (SEN) will attend mainstream schools. To support public sector mainstream schools in catering for students with SEN, the EDB has been providing these schools with additional resources, professional support and teacher training. The major measures introduced in these 3 areas over the years are set out in Appendix 1.

In addition, the EDB continuously develops and introduces teaching materials, resource packages and guidelines for teachers' reference and use to support students with different types of SEN. Having regard to the needs of schools and teachers, we organise different thematic seminars, workshops and sharing sessions on good practices every school year. We also organise activities to promote inclusive culture. Announcements of Public Interest, online newsletters and commendation schemes are some of the examples.

The total expenditures involved in measures to support public sector mainstream schools in catering for students with SEN from the 2014/15 to 2018/19 school years are tabulated below:

School year	2014/15	2015/16	2016/17	2017/18	2018/19 (revised estimate)
Expenditure ($ million)	1,222	1,310	1,392	1,638	2,012

(b) (i) and (ii)

The respective number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and by type of SEN from the 2014/15 to 2018/19 school years is set out in Appendix 2. The percentage of these students out of the total number of students studying in public sector mainstream primary and secondary schools is tabulated below. With increased awareness of SEN among schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

School year	2014/15	2015/16	2016/17	2017/18	2018/19
Primary school	6.8%	7.3%	7.7%	7.8%	8.3%
Secondary school	6.0%	7.0%	7.8%	8.6%	9.4%

(b) (iii), (iv) and (v)

All schools are requested to adopt the Whole School Approach to support students with SEN through the 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to taking early care of all students with different learning and adaptation needs, including those with mild or transient learning or adaptation difficulties, through early identification and quality teaching in regular classroom; Tier-2 support refers to additional support/"add-on" intervention for students with persistent learning or adaptation difficulties, such as small group learning, after-school remedial programmes and pull-out programmes; Tier-3 support refers to individualised intensive support for students with continuous and severe learning or adaptation difficulties, for example, through drawing up of Individual Education Plans (IEPs). Irrespective of the tier of support required by students with SEN and whether these students may require an IEP, schools are required to record the support and adaptations offered to 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 required by students with SEN may be adjusted upward or downward, and the need for providing an IEP may change from time to time according to the performance and prevailing support needs of the students. Learning Support Grant (LSG) is calculated according to the number of students with SEN who require tier-2 or tier-3 support. The distribution of public sector mainstream primary and secondary schools eligible for LSG, disaggregated by range of number of students with SEN requiring tier-2 and tier-3 support, is set out in Appendix 3 and Appendix 4 respectively.

Since not all schools and students with SEN are receiving the same support services, the funding required may vary. Besides, depending on students' responses to intervention, adjustments might have to be made to the support services and level of support required by students with SEN within a school year. Hence, providing the unit cost for students with SEN across all mainstream schools is inappropriate.

Major measures to support public sector mainstream schools in catering for students with special educational needs (SEN)

Major measures	Details	2018/19 school year (revised estimate) ($ million)
Learning Support Grant	Participating schools are provided with a cash grant for hiring of services and/or appointment of teachers and teaching assistants, etc. to provide school-based support services for students with SEN and low academic achievement (applicable to primary schools).	646.3
Additional Teachers to Support Academic Low Achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	382.3
Special Educational Needs Coordinator	Eligible schools are provided with an additional graduate teaching post in the staff establishment to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator.	375.7
Intensive Remedial Teaching Programme	Participating schools are provided with additional teachers to provide intensive remedial support for students with SEN and low academic achievement.	214.5
Integrated Education Programme	Participating schools are provided with additional teachers/learning support assistants and recurrent grants to support students with SEN through the Whole School Approach.	19.7
Enhanced Speech Therapy Grant	Eligible primary schools are provided with a cash grant for employing their own school-based speech therapists or procuring school-based speech therapy services to support students with speech and language impairment.	66.1
Intensive Support Grant for Hardcore or Clustered Students with SEN	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	7.2
Top-up Fund	A cash grant for schools to procure special furniture and equipment and carry out minor conversion works for students with disabilities upon application.	2.2

School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	172.6
Resource Support Programme for Visually Impaired Integrators	The school for children with visual impairment is provided with additional resource teachers and braillists for offering support services to students with visual impairment in mainstream and special schools.	17.4
Enhanced Support Service for Students with Hearing Impairment	The school for children with hearing impairment is provided with additional resource teachers, speech therapists and a recurrent administration grant to offer support services to students with hearing impairment in mainstream and special schools.	9.7
Special Schools cum Resource Centres	Participating special schools are provided with a cash grant to enable them to share their experience and expertise with mainstream school teachers for empowering them to support students with SEN.	4.1
Resource Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with SEN.	2.8
Professional Development Schools Scheme	Participating special schools are provided with a cash grant to enable them to offer school-based support for mainstream schools in catering for students with SEN.	0.3
Teacher Training	Provision of professional development courses and various types of training activities related to supporting students with SEN for school teachers.	90.7

Number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and by type of SEN from the 2014/15 to 2018/19 school years(Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information about students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

2. The number of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.

Distribution of public sector mainstream primary and secondary schools eligible for Learning Support Grant by the number of students with special educational needs (SEN) requiring tier-2 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-2 support	No. of schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary [Note]	Secondary [Note]	Primary [Note]	Secondary [Note]
0	1	7	0	2	1	2	9	1	0	1
1 to 10	15	92	15	81	11	57	41	50	13	39
11 to 20	28	72	26	72	26	77	23	67	18	54
21 to 30	47	41	35	49	26	56	19	57	20	64
31 to 40	56	27	55	27	47	27	47	34	31	36
41 to 50	68	31	63	22	62	26	57	30	72	34
51 to 60	52	31	51	25	62	19	65	21	80	21
61 to 70	23	17	33	21	37	25	41	21	53	25
71 to 80	10	21	19	25	22	25	28	14	46	19
81 to 90	3	16	7	17	9	15	10	23	27	15
91 to 100	1	8	4	13	8	18	8	18	13	15
Over 100	0	20	2	28	3	35	7	49	8	62

Note:
Starting from the 2017/18 school year, the Learning Support Grant (LSG) covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioural needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

Distribution of public sector mainstream primary and secondary schools eligible for Learning Support Grant by the number of students with special educational needs (SEN) requiring tier-3 support from the 2014/15 to 2018/19 school years

Number of students with SEN requiring tier-3 support	No. of schools									
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary [Note]	Secondary [Note]	Primary [Note]	Secondary [Note]
0	41	90	42	77	39	72	66	60	32	50
1 to 5	243	284	253	294	259	295	270	309	283	299
6 to 10	14	5	10	6	11	8	12	9	41	21
11 to 15	2	1	1	3	1	4	3	1	11	11
16 to 20	0	0	1	0	2	1	1	3	6	0
Over 20	4	3	3	2	2	2	3	3	8	4

Note:
Starting from the 2017/18 school year, the Learning Support Grant (LSG) covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioural needs of these students at the Indicated level. The number of schools in the 2017/18 and 2018/19 school years above covers schools operating IRTP and IE Programme and having students with mental illness for whom LSG has been provided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3860)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2019-20, it is stated that the Education Bureau will provide additional resources under a three-tier structure to public sector ordinary primary and secondary schools admitting non-Chinese speaking students with special educational needs. What are the additional resources to be provided? Please tabulate the items, target class levels and number of students, and the amount involved.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 8)

Reply:

The Education Bureau (EDB) has all along been committed to facilitating non-Chinese speaking (NCS) students' early adaptation to the local school system and integration into the community, and enhancing their learning effectiveness through different support measures. At the same time, the EDB has been providing public sector mainstream schools with additional resources, professional support and teacher training, while encouraging schools to support students with special educational needs (SEN) through the 3-tier Intervention Model. To further support NCS students with SEN to adjust to school life and make smooth transition through different learning stages, the EDB will provide additional resources under a three-tier structure to public sector mainstream primary and secondary schools admitting NCS students with SEN starting from the 2019/20 school year. The additional resources provided will enable schools to employ teaching assistants to assist teachers in designing activities and teaching materials, procure translation services, or provide the students concerned with social and emotional management training, etc. in order to strengthen emotional, communication and social support. The EDB will provide schools with a grant per year calculated on the basis of the number of NCS students with SEN under a three-tier structure, i.e. $100,000 for 1-9 students, $200,000 for 10-25 students, and $300,000 for 26 or more students. In subsequent school years, the grant rates will be adjusted annually according to the change in the Composite Consumer Price Index. For the 2019/20 school year, it is estimated that about 600 students will benefit from the measure, involving an estimated annual expenditure of around $22 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3861)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Currently, the Education Bureau (EDB) provides all mainstream primary and secondary schools with the Learning Support Grant (LSG), which is disbursed with reference to the 3-Tier Intervention Model, i.e. the level of support that students need. The LSG covers students with mental illness starting from the 2017/18 school year. Please advise this Committee of the following:

(a) in the form of a table, the number of student beneficiaries in primary and secondary schools in the 2017/18 and 2018/19 school years, with a breakdown by mental illness, grade level and district;

(b) the use and breakdown of LSG;

(c) the per capita amount of LSG for student beneficiaries;

(d) the number of primary and secondary schools in receipt of the LSG for supporting students with mental illness; and

(e) How effective is the new initiative? What assessment indicators are adopted by the EDB? When will a review be conducted?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 14)

Reply:

(a) to (e)
To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention for all mainstream schools, has been providing public sector schools with additional resources, which include the Learning Support Grant (LSG). Starting from the 2017/18 school year, the LSG covers students with mental illness (MI) so that schools will have additional resources to provide enhanced support to cater for these students' learning, social, emotional and behavioural needs. The LSG is calculated on the basis of the number of students with SEN and the tier of support the students require. In the 2017/18 school year, the grant per student per annum requiring tier-2 and tier-3 support was $13,986 and $27,972 respectively, and the basic provision per school per annum for the first 1 to 6 student(s) requiring tier-3 support was $167,832. The ceiling of the grant was $1,613,705 per school per annum. The EDB adjusted the relevant grant rate in the 2018/19 school year. The grant per student per annum requiring tier-2 and tier-3 support has been increased to $14,322 and $28,644 respectively, and the basic provision per annum for the first 1 to 6 student(s) requiring tier-3 support has also been raised to $171,864. The ceiling of the grant is $1,652,434 per school per annum. Basing on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy the LSG and other school resources flexibly and holistically to render support for students with SEN according to individual conditions and needs, such as employing additional teachers or teaching assistants, hiring professional services, conducting school-based teacher training and parent education, etc. All students with SEN, not only those with MI, will benefit from the provision. In addition, as many MIs are transient in nature, some students with MI and their parents may be reluctant to disclose such information to schools. Hence, providing the number of schools admitting students with MI for whom LSG has been provided has no real meaning and the figure may not be accurate.

Based on the position of September of every school year, the EDB compiles statistics on the number of students with SEN of the respective school year. Since public sector mainstream schools have yet to provide the EDB with information about students with MI as in September of the 2017/18 school year for the calculation of the LSG, the EDB is unable to provide the number of students with MI in that school year (i.e. as in September). Based on the computation of the number of school applications for LSG approved by the EDB at the end of the first term in the 2017/18 and 2018/19 school years, the number of primary and secondary school students with MI as their major type of SEN in those 2 school years are as follows:

2017/18 school year

	P1	P2	P3	P4	P5	P6	Total
No. of students	16	8	6	14	11	12	67
	S1	S2	S3	S4	S5	S6	Total
No. of students	36	44	63	72	84	108	407

2018/19 school year

	P1	P2	P3	P4	P5	P6	Total
No. of students	15	19	14	13	24	21	106
	S1	S2	S3	S4	S5	S6	Total
No. of students	57	99	114	114	126	182	692

As mentioned above, given that many MI are transient in nature, we assume that some parents of students with MI or the students themselves do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI. Since the MI of students has no relationship with the districts in which they live, we have not compiled the breakdown of such figures.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies, measures and deployment of resources (including the support for students with SEN) through self-evaluation every year. As required by the EDB, schools should submit an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to integrated education to the EDB at the end of every 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 and upload such information onto their school websites. When using Government subventions (including the LSG), all public sector schools are required to adopt an effective monitoring system, maintain proper records and conduct periodic review. Professional staff from the EDB will review the support provided by schools for students with SEN and offer professional advice whenever necessary during school visits in order to ensure that the support services provided by the schools can address the needs of students with SEN (including students with MI). It should be noted that students diagnosed with MI should receive treatment in strict accordance with the instructions given by healthcare professionals. On the part of schools, subject to the consent of the parents, teachers may use the LSG or other resources to provide professional support, with a view to helping the students concerned to cope with the learning and personal growth challenges that the illness brings to them.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3868)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In respect of the measures to support non-Chinese speaking (NCS) students, would the Government please provide, in tabular form, the statistics of the following items from the 2014/15 to 2018/19 school years:

(a) By grade level and ethnicity, the number of NCS students admitted to mainstream primary and secondary schools in each of the 18 districts;

(b) By grade level and ethnicity, the number of NCS students with special educational needs (SEN) studying in mainstream primary and secondary schools;

(c) By grade level and SEN type, the number of NCS students with SEN studying in mainstream primary and secondary schools;

(d) The number of mainstream primary and secondary schools which have admitted NCS students;

(e) The provisions and support measures for the schools concerned, as well as the details and amount involved.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 24)

Reply:

(a) As the ethnicities of non-Chinese speaking (NCS) students can be categorised into at least 10 types, the composition would be highly complicated if the number of NCS students is presented by ethnicity, district and grade level in primary and secondary schools. Hence, figures on ethnicities of NCS students are set out separately. From the 2014/15 to 2018/19 school years, the number of NCS ethnic minority (EM) students studying in public sector ordinary and Direct Subsidy Scheme (DSS) primary and secondary schools by ethnicity is tabulated at Annex A1, and the number of NCS students in public sector ordinary and DSS primary and secondary schools by district and by grade level is tabulated at Annex A2. 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.

(b) The number of NCS EM students with special educational needs (SEN) in public sector ordinary primary and secondary schools by grade level and by ethnicity from the 2014/15 to 2018/19 school years is tabulated at Annex B.

(c) The number of NCS students with SEN in public sector ordinary primary and secondary schools by grade level and by major SEN type from the 2014/15 to 2018/19 school years is tabulated at Annex C.

(d) The number of public sector ordinary and DSS primary and secondary schools admitting NCS students from the 2014/15 to 2018/19 school years is tabulated at Annex D.

(e) The Government is committed to supporting the integration of NCS students (including those with SEN) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. The education support measures for NCS students, which are also applicable to NCS students with SEN, and the expenditure involved from the 2014/15 to 2018/19 school years are tabulated at Annex E.

To help public sector ordinary schools cater for students with SEN, including NCS students with SEN, the Education Bureau (EDB), on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under Intensive Remedial Teaching Programme and Integrated Education Programme, additional teachers to support academic low achievers, Top-up Fund for procurement of special furniture and equipment, and Intensive Support Grant for hardcore cases, etc.. Starting from the 2017/18 school year, EDB provides, by phases in 3 years, each public sector ordinary primary or secondary school with an additional regular teaching post within the establishment so that schools could assign a designated teacher as Special Educational Needs Coordinator to support integrated education. Schools should deploy school resources holistically and flexibly to render appropriate support services to students with SEN, such as employing additional teachers or teaching assistants or hiring professional services. EDB also arranges teacher professional development

programmes and school networking for sharing of good practices, and develops teaching resources for use of teachers and parents. In addition, the professional staff of EDB pay regular visits to schools to render professional advice on their support policies and measures, teaching strategies, 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 measures and services. For budgetary purpose, the related total expenditure on additional support measures and services on top of the regular subvention provided for public sector ordinary primary and secondary schools in catering for students with SEN from the 2014/15 to 2018/19 school years is tabulated below:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised Estimate)
Expenditure ($ million)	1,222	1,310	1,392	1,638	2,012

As the support services are provided to cater for all the students with SEN, we are not able to apportion the expenditure specifically on NCS students with SEN.

Annex A1

Number of non-Chinese speaking (NCS) ethnic minority students in ordinary primary and secondary schools by ethnicity from the 2014/15 to 2018/19 school years

	2014/15		2015/16		2016/17		2017/18		2018/19	
	Primary	**Secondary**	**Primary**	**Secondary**	**Primary**	**Secondary**	**Primary**	**Secondary**	**Primary**	**Secondary**
Indonesian	98	47	115	57	128	72	142	82	174	94
Filipino	1 285	1 448	1 290	1 510	1 309	1 508	1 328	1 529	1 310	1 487
Indian	923	1 196	944	1 223	970	1 201	965	1 240	988	1267
Pakistani	3 029	2 607	3 021	2 848	3 121	2 890	3 209	3 058	3 228	3 125
Nepalese	1 434	1 269	1 572	1 325	1 671	1 364	1 776	1 358	1 852	1 337
Japanese	83	66	95	57	113	59	116	66	123	76
Thai	143	107	158	115	161	134	171	158	176	154
Korean	37	57	44	50	53	55	66	61	73	65
Other Asian	201	181	230	205	227	213	224	240	231	239
White	492	180	496	218	567	217	600	218	591	213
Others	363	354	373	390	374	421	412	497	443	543
Total	8 088	7 512	8 338	7 998	8 694	8 134	9 009	8 507	9 189	8 600

Notes:

1. Figures refer to the position as at September of the respective school years.

2. Figures include students in public sector and Direct Subsidy Scheme (DSS) schools (among which 1 DSS secondary school offering non-local curriculum is excluded for not having provided information on students' ethnicity). Figures do not include students in special schools.

3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. The figures above do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

Annex A2

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2014/15 school year

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	126	101	71	95	70	69	532
Wan Chai	137	174	147	153	153	175	939
Eastern	38	34	34	27	17	21	171
Southern	5	6	4	0	5	6	26
Yau Tsim Mong	210	175	172	164	151	159	1 031
Sham Shui Po	152	119	120	111	145	161	808
Kowloon City	63	69	91	72	76	57	428
Wong Tai Sin	47	47	37	47	53	51	282
Kwun Tong	129	136	139	141	150	148	843
Sai Kung	43	36	39	27	27	20	192
Sha Tin	17	32	31	12	12	15	119
Tai Po	11	18	16	7	6	7	65
North	6	1	1	6	3	1	18
Yuen Long	133	149	134	153	160	134	863
Tuen Mun	115	116	110	113	56	97	607
Tsuen Wan	14	3	11	7	7	8	50
Kwai Tsing	153	145	165	149	142	146	900
Islands	175	172	145	115	120	96	823
All Districts	**1 574**	**1 533**	**1 467**	**1 399**	**1 353**	**1 371**	**8 697**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2014/15 school year (cont'd)

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	29	14	20	17	8	8	96
Wan Chai	140	103	82	71	48	40	484
Eastern	107	91	87	92	76	64	517
Southern	14	11	12	7	8	3	55
Yau Tsim Mong	146	128	140	149	157	118	838
Sham Shui Po	277	272	260	235	186	143	1 373
Kowloon City	77	44	52	35	39	19	266
Wong Tai Sin	16	4	9	3	0	2	34
Kwun Tong	175	177	221	215	212	220	1 220
Sai Kung	119	70	56	53	35	16	349
Sha Tin	8	84	78	81	149	136	536
Tai Po	6	12	10	11	3	4	46
North	2	0	1	1	2	2	8
Yuen Long	79	66	63	64	53	33	358
Tuen Mun	197	128	179	160	147	75	886
Tsuen Wan	12	12	9	8	9	4	54
Kwai Tsing	35	32	33	21	28	5	154
Islands	174	176	181	153	147	119	950
All Districts	**1 613**	**1 424**	**1 493**	**1 376**	**1 307**	**1 011**	**8 224**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2015/16 school year

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	119	121	109	70	91	66	576
Wan Chai	158	140	175	150	161	152	936
Eastern	28	38	33	31	27	17	174
Southern	11	6	6	5	1	5	34
Yau Tsim Mong	202	212	181	164	169	145	1 073
Sham Shui Po	160	150	122	125	115	145	817
Kowloon City	69	55	71	89	70	72	426
Wong Tai Sin	29	48	53	34	45	47	256
Kwun Tong	127	132	138	139	143	148	827
Sai Kung	44	39	33	39	23	26	204
Sha Tin	13	18	32	30	13	11	117
Tai Po	20	20	23	15	13	7	98
North	6	8	0	2	8	5	29
Yuen Long	146	152	159	141	152	157	907
Tuen Mun	100	118	124	113	111	56	622
Tsuen Wan	13	13	3	11	8	7	55
Kwai Tsing	168	163	139	168	152	132	922
Islands	170	176	173	135	112	119	885
All Districts	**1 583**	**1 609**	**1 574**	**1 461**	**1 414**	**1 317**	**8 958**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2015/16 school year (cont'd)

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	28	33	15	22	12	6	116
Wan Chai	146	151	94	91	69	46	597
Eastern	136	104	102	93	81	71	587
Southern	21	11	17	15	9	8	81
Yau Tsim Mong	143	135	123	134	137	155	827
Sham Shui Po	301	270	276	253	210	176	1 486
Kowloon City	72	64	44	55	29	38	302
Wong Tai Sin	14	14	5	7	3	0	43
Kwun Tong	150	175	176	216	193	201	1 111
Sai Kung	115	102	72	54	44	31	418
Sha Tin	17	5	83	85	153	133	476
Tai Po	14	7	12	9	10	2	54
North	1	2	1	3	1	3	11
Yuen Long	116	85	73	64	65	52	455
Tuen Mun	229	170	147	184	141	138	1 009
Tsuen Wan	12	12	12	13	5	9	63
Kwai Tsing	43	36	33	34	19	21	186
Islands	172	171	172	173	143	129	960
All Districts	**1 730**	**1 547**	**1 457**	**1 505**	**1 324**	**1 219**	**8 782**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2016/17 school year

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	118	121	122	109	71	90	631
Wan Chai	185	173	147	176	158	159	998
Eastern	50	37	33	32	26	22	200
Southern	10	8	6	7	5	1	37
Yau Tsim Mong	175	203	208	182	164	160	1 092
Sham Shui Po	134	174	164	132	130	117	851
Kowloon City	62	69	58	72	85	64	410
Wong Tai Sin	40	36	48	57	36	49	266
Kwun Tong	124	126	125	145	140	144	804
Sai Kung	45	45	37	33	34	28	222
Sha Tin	21	12	19	33	33	12	130
Tai Po	21	24	18	22	11	10	106
North	1	5	8	0	2	6	22
Yuen Long	156	150	155	158	139	154	912
Tuen Mun	102	109	134	122	118	111	696
Tsuen Wan	14	14	14	5	9	8	64
Kwai Tsing	150	167	153	145	161	148	924
Islands	166	170	168	163	129	105	901
All Districts	**1 574**	**1 643**	**1 617**	**1 593**	**1 451**	**1 388**	**9 266**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2016/17 school year (cont'd)

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	35	28	33	17	20	11	144
Wan Chai	163	149	140	88	89	66	695
Eastern	104	120	100	110	78	80	592
Southern	25	14	17	21	15	10	102
Yau Tsim Mong	112	137	132	129	124	133	767
Sham Shui Po	350	308	259	271	243	200	1 631
Kowloon City	66	63	64	41	48	32	314
Wong Tai Sin	17	14	12	5	6	2	56
Kwun Tong	144	175	173	153	200	185	1 030
Sai Kung	103	104	96	70	49	38	460
Sha Tin	17	18	7	86	159	138	425
Tai Po	12	11	6	11	10	8	58
North	0	1	2	1	2	1	7
Yuen Long	126	105	83	71	56	61	502
Tuen Mun	136	170	176	159	159	137	937
Tsuen Wan	12	9	10	17	7	5	60
Kwai Tsing	40	41	38	40	31	22	212
Islands	186	166	175	164	156	132	979
All Districts	**1 648**	**1 633**	**1 523**	**1 454**	**1 452**	**1 261**	**8 971**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2017/18 school year

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	130	114	116	119	108	69	656
Wan Chai	178	202	182	150	172	150	1 034
Eastern	36	50	33	35	30	27	211
Southern	6	11	7	7	8	5	44
Yau Tsim Mong	181	192	207	203	179	159	1 121
Sham Shui Po	141	145	172	166	130	132	886
Kowloon City	69	63	63	53	66	80	394
Wong Tai Sin	51	53	48	58	60	37	307
Kwun Tong	122	125	127	138	153	149	814
Sai Kung	61	46	39	35	30	33	244
Sha Tin	23	18	12	22	25	31	131
Tai Po	14	26	23	21	21	10	115
North	3	3	6	10	0	4	26
Yuen Long	163	162	168	160	164	140	957
Tuen Mun	109	111	112	135	121	108	696
Tsuen Wan	19	15	15	10	5	11	75
Kwai Tsing	149	152	167	167	152	158	945
Islands	170	182	173	155	159	127	966
All Districts	**1 625**	**1 670**	**1 670**	**1 644**	**1 583**	**1 430**	**9 622**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2017/18 school year (cont'd)

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	40	37	26	32	17	22	174
Wan Chai	172	161	139	129	78	84	763
Eastern	129	100	127	99	95	69	619
Southern	39	18	21	24	18	16	136
Yau Tsim Mong	117	106	126	136	111	123	719
Sham Shui Po	347	348	316	264	250	232	1 757
Kowloon City	64	60	60	64	33	44	325
Wong Tai Sin	26	17	14	10	5	7	79
Kwun Tong	128	151	200	171	152	193	995
Sai Kung	113	97	103	100	64	47	524
Sha Tin	28	19	19	8	148	143	365
Tai Po	16	12	11	8	12	3	62
North	0	0	1	4	0	2	7
Yuen Long	139	126	112	94	59	53	583
Tuen Mun	177	128	175	193	131	155	959
Tsuen Wan	8	12	8	12	13	7	60
Kwai Tsing	43	40	45	41	42	32	243
Islands	186	188	169	171	148	151	1 013
All Districts	**1 772**	**1 620**	**1 672**	**1 560**	**1 376**	**1 383**	**9 383**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2018/19 school year

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	123	130	110	111	116	105	695
Wan Chai	193	174	205	180	154	169	1 075
Eastern	53	38	45	31	32	31	230
Southern	7	6	9	7	7	8	44
Yau Tsim Mong	209	189	191	197	195	175	1 156
Sham Shui Po	143	139	145	173	163	130	893
Kowloon City	68	63	64	60	53	65	373
Wong Tai Sin	43	63	55	48	57	58	324
Kwun Tong	121	129	125	137	140	152	804
Sai Kung	64	57	46	35	34	29	265
Sha Tin	22	23	18	13	21	22	119
Tai Po	8	22	22	17	20	20	109
North	4	4	4	8	9	0	29
Yuen Long	189	169	162	157	153	158	988
Tuen Mun	91	120	116	119	137	125	708
Tsuen Wan	18	22	16	15	9	4	84
Kwai Tsing	165	156	158	167	165	148	959
Islands	177	168	185	167	154	143	994
All Districts	**1 698**	**1 672**	**1 676**	**1 642**	**1 619**	**1 542**	**9 849**

Number of non-Chinese speaking students in ordinary primary and secondary schools by district and by grade level in the 2018/19 school year (cont'd)

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	38	38	36	26	30	17	185
Wan Chai	161	150	161	133	118	76	799
Eastern	127	122	106	131	95	83	664
Southern	16	35	27	25	22	20	145
Yau Tsim Mong	112	113	113	134	135	105	712
Sham Shui Po	349	333	337	300	246	232	1 797
Kowloon City	66	63	58	65	57	30	339
Wong Tai Sin	18	26	15	12	9	6	86
Kwun Tong	137	148	162	184	178	143	952
Sai Kung	109	95	92	101	83	55	535
Sha Tin	27	24	19	18	79	142	309
Tai Po	25	15	10	12	5	10	77
North	1	0	0	3	1	0	5
Yuen Long	120	134	128	114	76	52	624
Tuen Mun	170	154	121	187	160	126	918
Tsuen Wan	13	9	10	12	9	13	66
Kwai Tsing	58	39	36	42	38	34	247
Islands	196	187	184	163	150	141	1 021
All Districts	**1 743**	**1 685**	**1 615**	**1 662**	**1 491**	**1 285**	**9 481**

Notes:

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

Annex B

Number of non-Chinese speaking ethnic minority students with special educational needs in public sector ordinary primary and secondary schools by grade level and by ethnicity from the 2014/15 to 2018/19 school years

2014/15 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	1	0	0	0	2	0	0	0	0	0	0
Filipino	0	3	6	3	9	1	2	3	5	0	1	0
Indian	0	3	0	3	1	1	2	2	3	1	2	0
Pakistani	0	15	23	18	18	16	14	10	14	13	8	4
Nepalese	1	5	3	7	6	4	1	2	1	0	0	1
Japanese	0	1	0	1	0	0	0	1	0	0	0	0
Thai	0	1	3	2	2	4	2	1	0	0	1	0
Korean	0	1	0	0	1	0	0	0	0	0	0	0
Other Asian	0	0	0	1	1	0	0	0	0	0	0	0
White	0	1	4	1	4	5	2	1	0	1	0	0
Others	0	3	4	5	3	4	1	1	1	1	1	0

2015/16 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	0	2	1	1	2	1	0	0	0	0	0
Filipino	4	6	4	8	3	9	1	4	2	3	2	1
Indian	2	0	3	4	5	1	0	2	2	2	1	2
Pakistani	4	11	24	30	26	20	22	10	14	15	12	8
Nepalese	3	13	7	6	4	4	1	1	3	1	1	0
Japanese	0	0	2	0	0	0	0	0	1	0	0	0
Thai	0	1	3	4	4	2	4	0	1	1	0	1
Korean	0	1	0	0	0	1	0	0	0	0	0	0
Other Asian	0	0	0	0	1	1	0	0	1	0	0	0
White	1	2	3	5	1	4	1	2	1	1	0	0
Others	0	3	2	5	6	4	7	1	2	1	1	1

2016/17 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	2	0	2	2	1	1	1	0	0	0	0
Filipino	1	8	5	6	7	4	5	2	3	3	3	3
Indian	1	5	2	3	3	5	1	0	2	3	1	1
Pakistani	3	9	17	32	35	29	20	19	10	14	10	11
Nepalese	4	12	15	9	4	4	2	2	0	3	1	1
Japanese	0	0	1	1	0	0	0	0	0	1	0	0
Thai	0	1	4	4	4	6	6	2	0	0	1	0
Korean	0	1	1	0	0	0	0	0	0	0	0	0
Other Asian	0	0	0	1	1	1	0	0	0	1	0	0
White	0	4	2	4	5	1	1	0	2	0	0	0
Others	1	2	7	5	3	5	8	3	3	2	1	1

2017/18 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	1	4	0	0	2	0	1	0	0	0	0
Filipino	2	5	8	5	9	8	5	3	3	5	3	3
Indian	0	6	7	2	2	3	4	1	0	2	2	1
Pakistani	1	10	14	19	38	34	23	17	21	14	13	7
Nepalese	3	16	13	11	6	4	3	1	2	2	1	1
Japanese	0	0	0	0	1	0	1	0	0	0	0	0
Thai	0	3	5	3	6	5	5	4	1	0	0	0
Korean	0	0	1	1	0	0	0	0	0	0	0	0
Other Asian	0	0	0	0	1	0	0	0	0	0	1	0
White	1	2	5	2	4	6	0	1	0	1	0	0
Others	0	2	6	7	6	3	8	4	5	1	1	1

2018/19 school year

Ethnicity	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
Indonesian	0	1	2	5	0	0	0	0	1	0	0	0
Filipino	5	7	9	13	4	12	6	2	5	3	5	3
Indian	1	0	5	8	0	1	2	2	2	0	2	2
Pakistani	5	15	26	23	20	36	34	23	20	20	10	13
Nepalese	3	14	17	15	4	6	3	2	2	2	1	1
Japanese	0	0	0	1	0	1	0	1	0	0	0	0
Thai	0	1	4	7	3	6	4	2	3	2	0	0
Korean	0	0	1	1	1	1	0	0	0	0	0	0
Other Asian	0	0	1	0	0	1	0	0	0	0	0	1
White	0	2	2	5	3	4	0	0	1	0	1	0
Others	1	3	6	5	6	6	8	3	4	4	3	1

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Figures do not include students in Direct Subsidy Scheme schools and special schools.

Annex C

Number of non-Chinese speaking students with special educational needs (SEN) in public sector ordinary primary and secondary schools by grade level and by major SEN type from the 2014/15 to 2018/19 school years

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	0	2	18	19	20	12	8	3	8	7	4	0
2015/16	0	0	15	32	27	22	16	8	5	9	7	4
2016/17	0	1	11	31	35	29	12	14	10	12	7	9
2017/18	0	2	18	14	37	34	21	14	15	14	12	7
2018/19	0	0	16	31	16	41	31	17	12	13	12	12

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	0	6	7	7	18	20	11	11	11	8	6	3
2015/16	4	5	9	7	6	18	20	8	12	8	6	5
2016/17	6	6	8	9	8	9	25	13	9	13	6	6
2017/18	2	10	7	7	9	9	15	9	13	14	10	5
2018/19	6	6	11	12	7	8	19	7	6	12	13	9

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	3	4	4	8	3	1	3	2	1	0	1	0
2015/16	5	5	8	4	7	5	0	3	1	1	0	1
2016/17	4	7	4	8	4	6	2	1	2	1	1	0
2017/18	6	8	11	4	6	5	3	3	1	3	1	1
2018/19	7	8	8	12	5	6	1	3	3	1	2	1

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	0	0	3	5	1	3	2	3	4	1	0	0
2015/16	3	0	2	3	6	1	2	2	5	3	1	0
2016/17	0	6	3	2	3	9	2	1	1	5	4	1
2017/18	0	1	7	4	6	5	5	4	1	1	2	5
2018/19	0	1	3	9	3	9	3	8	5	3	1	2

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	0	0	0	0	1	0	0	1	0	0	0	1
2015/16	0	0	0	0	0	1	0	0	1	0	0	0
2016/17	0	1	0	0	0	0	1	0	0	1	0	0
2017/18	0	0	1	0	0	0	0	1	0	1	0	0
2018/19	0	2	0	0	0	0	0	0	1	0	0	0

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	0	0	1	0	0	0	0	1	0	0	0	0
2015/16	0	0	0	1	0	0	0	0	1	0	0	1
2016/17	0	0	0	0	0	0	0	0	0	1	0	0
2017/18	0	0	0	0	0	0	0	0	0	0	1	0
2018/19	0	0	0	0	0	0	0	0	0	0	0	1

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	0	1	1	0	0	1	2	0	0	3	2	0
2015/16	0	0	1	2	1	0	1	2	0	1	2	2
2016/17	1	0	0	1	2	0	0	1	1	0	0	2
2017/18	1	1	0	0	1	3	1	0	1	1	0	0
2018/19	0	1	1	2	0	1	3	0	0	1	1	0

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2014/15	0	24	16	11	10	3	3	1	3	0	0	2
2015/16	3	30	24	22	15	10	5	2	4	6	3	0
2016/17	0	24	31	26	19	14	6	4	3	2	3	2
2017/18	0	29	28	26	24	13	10	6	3	2	2	0
2018/19	2	30	45	26	16	18	6	7	14	4	0	2

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**2**	**1**	**1**

Notes:

1. Figures refer to the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector ordinary primary and secondary schools with Learning Support Grant to support students with mental illness (MI). As at the date when statistics on the number of students with SEN for the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to EDB. Hence, the figures shown in the table do not include the number of non-Chinese speaking students with MI in public sector ordinary schools in the 2017/18 school year.
2. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures do not include students in Direct Subsidy Scheme schools and special schools.

Annex D

Number of ordinary primary and secondary schools with non-Chinese speaking students from the 2014/15 to 2018/19 school years

Level	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
Primary (Primary 1-6)	321	329	325	325	332
Secondary (Secondary 1-6)	267	279	274	291	301

Notes:

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

Annex E

Educational support measures for non-Chinese speaking (NCS) students from the 2014/15 to 2018/19 school years

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Starting from the 2014/15 school year, the additional funding to schools has been substantially increased and school-based professional support enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of the Chinese language as well as the creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.8 Note 1	224.0 Note 1	245.1 Note 1	259.1 Note 1	270.9 Note 1

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays, and provide learning and teaching resources for those NCS students who have a late start in the learning of the Chinese language, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.8	3.7	3.9	4.7	3.3
Summer Bridging Programme for NCS students in primary schools Starting from 2013, parents of NCS students could accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	2.6	2.6	2.3	2.1

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.7	7.4	8.6

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with that of the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE) Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.	1.87	2.09	2.58	2.94	4.24 Note 2

Support measures	Actual expenditure in the 2014/15 school year $ million	Actual expenditure in the 2015/16 school year $ million	Actual expenditure in the 2016/17 school year $ million	Actual expenditure in the 2017/18 school year $ million	Estimated expenditure in the 2018/19 school year $ million
In the 2018/19 and 2019/20 school years, secondary schools admitting NCS students are provided with additional resources to support their NCS students in using Chinese to learn Chinese History.	-	-	-	-	15.0

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 under the overall expenditure of EDB and/or different funds, and a breakdown of expenditure by item is not available.
2. With the approval of the relief measures announced in the 2018-19 Budget to pay the examination fees for school candidates sitting for the 2019 HKDSE by the Finance Committee of the Legislative Council at the meeting on 18 May 2018, the "subsidised examination fee" of eligible NCS students sitting for the non-local Chinese Language examinations concerned in the 2018/19 school year is waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3870)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) launched the three-year Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) in the 2017/18 school year. In this connection, would the Government advise this Committee of the following:

(a) In the form of a table, the schedule, details, number of participants, preparatory work and expenditure breakdown of the Scheme;

(b) The estimated expenditure of the Scheme for the coming year; and

(c) When will the EDB commence a review of the Scheme? When is the report expected to be completed? What is the estimated expenditure involved? Please set out the information in the form of a table.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 26)

Reply:

(a) The Education Bureau (EDB) launched the "i-Journey" Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) as a three-year pilot scheme in the 2017/18 school year. Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiatives/research.

The details of the Scheme in the 2017/18 and 2018/19 school years are as follows:

2017/18 school year (First Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	No. of participants
Helsinki & Jyväskylä, Finland	Interdisciplinary Learning & Entrepreneurship Education	15
Melbourne, Australia	Catering for Students with Special Educational Needs (SEN)	20
Exeter, the United Kingdom	STEM Education	15

2018/19 school year (Second Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	No. of participants *Provisional figures
Turku, Finland	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	Assessment Literacy	15
Singapore	STEM Education	10

A budget of $28 million for 3 years has been earmarked for the Scheme. The total expenditure of the first batch of the Scheme is $7.49 million and a breakdown by item is as follows:

Item	Expenditure ($ million)
Programme/activity fee	4.48
Transportation between Hong Kong and the location for overseas experience	0.38
Funding for employment of supply teachers	2.63

Since the second batch of the Scheme has yet to finalise all expenditure items, the expenditure figures are unavailable at the present stage.

(b) The estimated expenditure of the Scheme for the 2019/20 school year is $9.3 million.

(c) The EDB will monitor the implementation of the Scheme at different stages and collect data and information to review its effectiveness. Upon completion of the three-year pilot Scheme, an evaluation report will also be compiled. The expenditure involved in the evaluation will be subsumed under the overall expenditure of EDB. Therefore, a breakdown by item is unavailable.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3873)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the policy of integrated education, please advise this Committee of the following:

(a) The changes in the number of teachers in public sector and aided primary and secondary schools, and changes in the number of serving teachers who have completed the Basic (30 hours), Advanced (90 hours) and Thematic (90 to 120 hours) training courses between the 2014/15 and 2018/19 school years.

(b) Please tabulate an itemised breakdown of the expenditure on providing the above training courses in the past 5 years.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 29)

Reply:

(a)
The number of teachers in public sector mainstream primary and secondary schools from the 2014/15 to 2018/19 school years is as follows:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised Estimate)
No. of primary school teachers	18 900	19 400	19 900	21 300	22 100
No. of secondary school teachers	23 300	22 900	22 500	22 500	22 400

To enhance the professional capacity of teachers in supporting students with special educational needs (SEN), the Education Bureau (EDB) has been providing serving teachers

with structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) since the 2007/08 school year. The number of public sector mainstream primary and secondary school teachers having completed the BAT Courses from the 2014/15 to 2018/19 school years is as follows:

Course	2014/15		2015/16		2016/17		2017/18		2018/19 (Provisional)[note]	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	215	295	221	364	259	444	283	406	304	451
Advanced	74	86	109	147	129	197	157	152	141	178
Thematic	152	316	201	250	204	248	217	270	233	272

Note: BAT Courses for the 2018/19 school year are not yet completed. Figures provided are the anticipated number of teachers who will complete the courses.

Since teachers who have completed the BAT Courses may leave the sector due to various reasons such as job change, pursuing further studies, retirement, etc., the EDB will inform public sector schools of the progress of their teachers' special education training in order to facilitate the schools to arrange teachers to attend the BAT Courses in a systematic manner with a view to enhancing their professional capacity in catering for students with SEN.

(b) The expenditure on the BAT Courses for the 2014/15 to 2018/19 school years is as follows:

Course	Expenditure ($ million)				
	2014/15	2015/16	2016/17	2017/18	2018/19 (Revised Estimate)
Basic	7.3	8.3	10.4	10.3	11.2
Advanced	7.8	12.6	16.3	15.5	16.3
Thematic	24.4	24.2	25.3	27.9	27.7
Total	39.5	45.1	52.0	53.7	55.2

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3877)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As announced in this year's Policy Address, speech therapy services will be made available to all public sector primary and secondary schools. School-based speech therapist posts will be created in public sector ordinary schools by phases in three years starting from the 2019/20 school year. In this connection, please inform this Committee of the following:

(a) Please set out in the table below an itemised breakdown of the expenditures involved in the first 3 years upon implementing the new initiative:

	Item	Year	Description (job nature/ titles, etc.)	Quantity (if applicable)	Amount
1(example)	Administrative expenses (with breakdowns)				
2(example)	Number of speech therapists employed				
3(example)	Other(with breakdowns)				
4					

(b) What is the ratio of speech therapists to schools? Does the Education Bureau plan to/have a timetable for reviewing speech therapy services and the ratio of speech therapists to schools? If yes, what are the details?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 34)

Reply:

(a) and (b)

Starting from the 2019/20 school year, the Education Bureau (EDB) will implement the Enhanced School-based Speech Therapy Service (Enhanced SBSTS) to create school-based speech therapist (SBST) posts in the public sector mainstream primary and secondary schools by phases in 3 years. Most of the schools will form a cluster of two schools to employ a SBST. One school in each cluster will be the base school taking charge of coordinating the administrative matters of the school cluster. In the 2019/20 school year, over 200 schools will implement the Enhanced SBSTS. It is estimated that over 100 SBSTs are needed to be employed.

In the 2019/20 school year, schools implementing the Enhanced SBSTS for the first time will be provided with a one-off School-based Speech Therapy Set-Up Grant of $20,000 for procuring the required speech therapy resources and for related expenses. In addition, all schools implementing the Enhanced SBSTS will be provided with a Recurrent School-based Speech Therapy Administration Grant of $8,000 for replenishing supplies for speech therapy resources and for expenses incurred by implementing the SBSTS. Separately, the base schools will be provided with an additional Recurrent Base School School-based Speech Therapy Administration Grant of $8,000 for coordinating related administrative matters. The above grant rates are subject to adjustment according to the change in the Composite Consumer Price Index each school year.

After the full implementation of the Enhanced SBSTS, it is estimated that about 420 SBST posts will be created in the public sector mainstream primary and secondary schools. The estimated recurrent annual expenditure is about $320 million. The EDB will continue to review the implementation of the Enhanced SBSTS and the effectiveness of the service. Specialists (Education Services) (Speech Therapy) of the EDB will pay regular school visits each school year to offer professional advice on the implementation of SBSTS for the schools and assist schools in monitoring the service quality to ensure that students with speech and language impairment are provided with appropriate support.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4439)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In respect of animal protection, please inform this Committee of the following:

(1) Had resources been expended for promoting the message of animal protection among students in the past? If yes, what was the expenditure involved? If no, why?

(2) Will the Education Bureau consider incorporating the message of "animal protection" into the syllabus to foster in students a respect for life from their young age? If yes, what are the details? If no, why?

Asked by: Hon KWONG Chun-yu (LegCo internal reference no.: 68)

Reply:

(1) & (2)
The EDB has all along attached great importance to nurturing students' positive values and attitudes and has been fostering the implementation of values education in schools (including life education) with a view to promoting students' whole-person development. Learning contents related to life education, such as "understand life", "cherish life", "respect life" and "explore life", which also cover the topic of "animal protection", have already been incorporated into the curricula of relevant subjects in primary and secondary schools. For example, students learn to care for animals and show concern for endangered species in General Studies at the primary level; learn about how humans can live in harmony with animals and show respect for all living things and the environment in Science at the junior secondary level and Biology at the senior secondary level; and learn about the principles of animal welfare and related regulations in the Applied Learning course "Animal Care". According to the Moral and Civic Education curriculum of primary and secondary schools, "Care for Others" is one of the priority values to be nurtured in students, and "caring for animals is my duty" is one of the "life event" exemplars adopted to help students learn about respecting life and caring for animals. In addition, schools are advised to select life events related to students' development and everyday life, and use a variety of approaches,

such as morning assemblies, life education lessons, class teacher periods and life-wide learning activities, to deepen students' understanding of the relevant topics and encourage them to actively explore and consider the issues involved with a view to nurturing in them positive values and attitudes, including respecting and cherishing life.

For the effective implementation of life education, the EDB has continuously provided schools with various learning and teaching resources, including life event exemplars, student worksheets, and audio-visual teaching materials, while providing professional development programmes for both principals and teachers to enhance their professional knowledge and skills on promotion of life education. As the expenditure and manpower for developing learning and teaching resources and organising professional development programmes are subsumed under the recurrent expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7253)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the use of social media, please inform this Committee of:

1. the Education Bureau's (EDB) expenditure and staffing establishment for social media campaigns in the past 3 years; and

2. the criteria by which the EDB assesses the effectiveness of these campaigns and determines whether the funds have been used appropriately.

Asked by: Hon KWONG Chun-yu (LegCo internal reference no.: 91)

Reply:

1. The Education Bureau (EDB)'s expenditure for social media campaigns in the past 3 financial years (i.e. 2016-17, 2017-18 and 2018-19) was about $230,000, $330,000 and $240,000 respectively. The manpower involved in the social media campaigns is subsumed under the overall establishment of the EDB.

2. In assessing the effectiveness of social media campaigns and whether the funds concerned have been used appropriately, the EDB will consider factors such as the number of impressions, hit rates and costs. The evaluation results will be used as reference for mapping out publicity and promotional strategies in future.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4412)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please tabulate the details of the duty visits made by the Secretary for Education in the past 3 years, including the date, place, names and number of accompanying officers, purpose, expenses for hotel accommodation, meals and airfare, and total expenditure of each visit. If any of the expenses were covered by sponsorship, please set out the amounts of sponsorship and the names of sponsors or sponsor organisations.

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 12)

Reply:

Information about duty visits outside Hong Kong made by the Secretary for Education in 2016-17, 2017-18 and 2018-19 is at Annex.

Annex

Duty visits outside Hong Kong made by Secretary for Education (SED)

(1) From 1 April 2016 to 30 June 2017

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommodation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
10 to 12 May 2016	Chengdu	To join a delegation led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no overnight stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with officials of the Shenzhen Municipal Education Bureau, and to visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no overnight stay	No air passage (by car)	4,081	4,081
20 & 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/Guangdong Universities High Level Meeting, and to conduct education exchanges in Shenzhen and Guangzhou	2	3,956	No air passage (by car)	7,312	11,268
17 & 18 August 2016	Beijing	To have meetings with officials of the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommodation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no overnight stay	No air passage (by train)	420 [In-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
2 to 9 October 2016	Peru and USA	To attend the 6th Asia-Pacific Economic Co-operation Education Ministerial Meeting in Lima, Peru, and to visit San Francisco, USA for education exchanges	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	364,177	41,147	405,324
20 to 22 October 2016	Shanghai	To have a meeting with officials of the Shanghai Municipal Education Commission, and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673
3 & 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony, and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 & 11 November 2016	Beijing	To attend an inter-national education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no overnight stay	No air passage (by train)	1,317	1,317

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommodation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
28 & 29 November 2016	Malaysia	To have a meeting with officials of the Malaysian Ministry of Higher Education in Kuala Lumpur to exchange views on education issues of mutual concern, and to finalise the arrange-ments for the Hong Kong Scholarship for "Belt and Road" Students (Malaysia)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	44,626	7,186	51,812
6 & 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no overnight stay	No air passage (by car and by ferry)	4,252	4,252
14 & 15 February 2017	Beijing	To have meetings with officials of the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176
19 to 21 February 2017	Thailand	To have a meeting with the Thai Ministry of Education in Bangkok to explore opportunities for education co-operation, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Thailand)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,977	13,998	27,975
10 & 11 March 2017	Haikou	To have a meeting with officials of the Education Department of Hainan Province to explore co-operation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommodation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
20 to 23 April 2017	Shanghai and Hangzhou	To meet with local education officials and attend university exchange activities to promote co-operation in higher education	2	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009
26 to 28 April 2017	Vietnam	To meet with local education officials and university management to explore opportunities for promoting co-operation between higher education institutions of the two places, and to deliberate on the agreement and measures for extending the "Belt and Road" Scholarship to Vietnam	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	15,652	14,617	30,269
21 to 24 May 2017	United Kingdom	To attend and speak at the Going Global 2017, and to hold bilateral meetings with education officials from around the world	2	14,896	84,367	43,788	143,051
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 University Grants Committee-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommodation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
6 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3	No expenses as no overnight stay	No air passage (by car)	7,646	7,646
13 to 16 June 2017	Myanmar	To have a meeting with the Union Minister of Education of Myanmar, at which both sides agreed to follow up on and finalise a memorandum of understanding on education co-operation, with a view to providing a foundation for further co-operation on the education front	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	1,459 (The expenditure covers departure tax, passenger security charge and airport construction fee; the flight ticket was redeemed with flight award)	16,841	18,300
16 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education co-operation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education co-operation and student learning of the two places	2	No expenses as no overnight stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2019

Date of visit	**Place of visit**	**Purpose of visit** (Note 1)	**Size of official entourage from SED's Office**	**(A) Expenses on accommo-dation** ($) (Note 2)	**(B) Expenses on air passage** ($) (Note 3)	**(C) Other expenses** ($) (Note 4)	**Total expenditure incurred by SED & official entourage from SED's Office** ($) (A)+(B)+(C)
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226
21 to 25 January 2018	United Kingdom	To speak at the Education World Forum and hold bilateral meetings with individual education ministers attending the Forum, to visit the Department for Education of the UK, Chartered College of Teaching and British Council, to visit the British Educational Training & Technology Show, and to meet with Hong Kong teachers who were on study tour in UK	2	32,639	160,508	12,292	205,439
29 March 2018	Shenzhen	To attend the Establishment Ceremony of the Harmonia College of the Chinese University of Hong Kong, Shenzhen	-	-	-	-	[Travelling expenses borne by the Constitutional and Mainland Affairs Bureau]
20 to 22 June 2018	Beijing	To attend a regular working meeting with the Ministry of Education, to visit a local secondary school and a local university, and to meet Hong Kong young people who were pursuing tertiary studies or working in Beijing	1	6,541	10,800	5,000	22,341

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommo-dation ($) (Note 2)	(B) Expenses on air passage ($) (Note 3)	(C) Other expenses ($) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office ($) (A)+(B)+(C)
26 July 2018	Huizhou	To meet with education officials of the Huizhou Municipal Government to explore co-operation opportunities in education	1	No expenses as no overnight stay	No air passage (by car)	2,400	2,400
29 August 2018	Zhuhai and Zhongshan	To meet with officials of the Zhuhai Education Bureau and the Zhongshan Education and Sports Bureau to explore co-operation opportunities in education between Hong Kong and the two municipalities under the development of the Greater Bay Area	2	No expenses as no overnight stay	No air passage (by ferry)	1,230	1,230
28 September to 1 October 2018	Beijing	To attend the exchange activities of the National Day Delegation from the Educational Sector of Hong Kong 2018	1	15,000	16,116	5,960	37,076
28 to 30 October 2018	Hangzhou and Ningbo	To attend the Ningbo-Hong Kong Education Co-operation Forum 2018, to meet with officials of Zhejiang Province, Hangzhou and Ningbo, and to visit various education organisations	1	7,907	8,142	1,821	17,870
4 December 2018	Guangzhou	To attend the Guangdong-Hong Kong Sister School Contract Signing Ceremony 2018	1	No expenses as no overnight stay	No air passage (by high speed rail)	972	972
22 January 2019	Zhuhai	To visit a higher education institution, looking into the participation of Hong Kong's universities in higher education development in the Guangdong-Hong Kong-Macao Greater Bay Area	1	No expenses as no overnight stay	No air passage (by car)	2,500	2,500

Notes:

(1) The Secretary for Education would meet local students from Hong Kong where possible.

(2) Hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

(3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account such factors as rank of post, flying time, flight schedule and details.

(4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. Subsistence allowance was provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town transport.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3473)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The legislation of the National Anthem Bill ("the Bill") is in progress. The Bill also contains provisions of and penalties for insulting the national anthem. In this connection, would the Administration advise this Committee of the following:

1. The amount of resources allocated by the Education Bureau (EDB) to support the local legislation to implement the National Anthem Law.

2. What has been done by the EDB in relation to enhancing the sense of national identity, reviewing the curriculum and administrative arrangements, and updating the learning and teaching resources so as to support schools in the effective implementation of Constitution and Basic Law education? What are the details of the allocation of resources?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 53)

Reply:

1. The learning contents of the national anthem have already been incorporated into the local subject curricula (such as General Studies at the primary level and Music at the primary and secondary levels) and in Moral, Civic and National Education. The Education Bureau (EDB) has all along been providing support measures (e.g. arranging learning activities for students, providing professional development programmes for school heads and teachers, and developing learning and teaching resources etc.) to meet the needs of curriculum development of different subjects/themes. The relevant expenditure is subsumed under the recurrent expenditure of the EDB. To support the implementation of the National Anthem Bill, the EDB will supplement and update learning and teaching resources in a timely manner to support the learning and teaching of the National Anthem in primary and secondary schools. As curriculum development is an integral part of day-to-day work of the EDB, the reservation of additional expenditure is not required.

2. The EDB has all along been helping students to develop a correct understanding of the Constitution and the Basic Law, the origin of the principle of "one country, two systems" and their relevance to the daily lives of the people of Hong Kong through relevant curricula, learning and teaching resources and various learning activities.

The curricula of certain subjects (such as General Studies at the primary level and Chinese History, History, Life and Society, and Liberal Studies at the secondary level) have covered contents of national development which enable students to understand Hong Kong's relationship with our country, cultivate in them a sense of national identity and enhance their recognition of their national identity. In addition, a diverse range of strategies have been deployed to enhance students' understanding of the Constitution and the Basic Law. Apart from including concepts of the Basic Law and "one country, two systems" in the curricula of the aforementioned subjects, the EDB has also developed learning and teaching resources, such as Basic Law online courses. Besides, the EDB has developed a "Constitution and the Basic Law" module, which was uploaded onto EDB's website for use by schools in June 2017. The EDB has developed the Planning and Self-evaluation Tool for Basic Law Education for schools' reference in evaluating the implementation of Basic Law education in schools, and introduced into professional training programmes for principals, middle managers and teachers elements of the Constitution and the Basic Law to elaborate on the constitutional status of the Basic Law.

As reviewing the curricula and administrative arrangements, updating resource materials, and promotion of the Constitution and the Basic Law to students and teachers are EDB's day-to-day curriculum development work, the relevant expenditure is subsumed under its recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3474)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With the prevalence of social media use, children are increasingly exposed to fast-spreading internet phenomena such as the Blue Whale Challenge in 2017 and the recent Momo Challenge which can cause adverse psychological effects in children who encounter them. In this connection, please inform this Committee of the following:

1. Will additional resources be allocated to combat internet crimes against children? If yes, what are the details? If no, what are the reasons?

2. Internet use has become increasingly widespread among youngsters and children and many of them have become targets of cyberbullying. Has the Education Bureau (EDB) conducted any study in this regard and developed teaching materials in support of the schools in counselling students? If yes, what are the details? If no, what are the reasons? Has the EDB worked with other government departments, such as the Security Bureau and Department of Justice, to strengthen education on the proper use of media?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 54)

Reply:

1. & 2.

The Education Bureau (EDB) is very concerned about the healthy development and safety of students. It also attaches great importance to helping students exercise self-discipline and prudence so that they can use information technology and social media properly and lead a healthy lifestyle. To safeguard teenagers from the influence of games that propagate incorrect or improper messages, we are committed to instilling in students positive values and a correct outlook on life, as well as developing their information literacy and enhancing their awareness of cyber security.

In respect of curriculum, the framework "Information Literacy for Hong Kong Students" was updated in late 2016 to equip students with the skills for the proper use of information technology. Relevant learning elements, including ethical use of the Internet as well as prevention of Internet addiction and cyberbullying, have been incorporated into the related subjects at the primary and secondary levels as well as the curriculum framework of moral and civic education. Schools also plan their school-based curricula and activities accordingly. In addition, the EDB continuously provides support for schools, such as producing various learning and teaching resources based on life events to help teachers raise students' awareness of cyber security and proper attitude, and cultivate in students the habit of using smart phones safely. Besides, professional training programmes are organised for principals and teachers to better equip them with relevant knowledge and skills. To further support teachers to develop students' information literacy and proper attitude in using information technology, the EDB has produced the "Smart e-Master" Information Kit on e-Learning in 2018, which covers topics like how to handle cyberbullying.

As for school activities, starting from the 2011/12 school year, the EDB has launched the Harmonious School – Anti-bullying Campaign. Teaching resources (covering resource packages, lesson plans, suggested activities, etc.), an anti-bullying charter and promotion materials are provided for schools for organising their own Anti-bullying Day/Week, with the aim of guiding students to an empathetic understanding of the impact of bullying (including cyberbullying) on others and its possible consequences, thus raising their anti-bullying awareness. Every year, we organise student workshops on cyber traps and related legal concerns to enable students to cope with cyberbullying and cyber traps and to promote internet safety and awareness of anti-bullying. In recent years, the EDB has also launched the Harmonious School Net and the Wise NET School Recognition Scheme for inter-school sharing of information and successful experiences, with a view to minimising the occurrence of bullying incidents.

Moreover, we encourage parents to pay more attention and provide appropriate guidance to prevent their children from being affected by temptations because of immaturity or even being tempted to break the law. Through organising seminars, we help parents develop proper attitude of their children in using information technology in daily life and study. A telephone hotline has also been set up to provide individual support for parents, teachers and students in need.

At the same time, the EDB has proactively collaborated with other government departments to strengthen the work in preventing and combating cybercrime. Since 2007, the Office of the Government Chief Information Officer (OGCIO) has been collaborating with professional organisations to organise school visits to raise awareness in cyber security among students and teachers and promote proper use of Internet. Response from the schools are positive. OGCIO reached out to more than 9 100 and 7 200 students and teachers in the 2017/18 and 2018/19 (as of February 2019) school years respectively to convey messages about cyber security and proper use of Internet. The Hong Kong Police Force (HKPF) has all along drawn teenagers' attention to the prevention of and fight against crime through its Police School Liaison Programme and other promotion activities to protect them from becoming victims of crime, including various types of cyber crimes. At present, the HKPF has a total of 117 dedicated School Liaison Officers across 21 police districts. The EDB has also been assisting in the promotion of relevant activities and competitions organised by the Cyber Security and Technology Crime Bureau of the HKPF,

the OGCIO and the Hong Kong Computer Emergency Response Team Coordination Centre so as to enhance students' awareness of cyber security.

The EDB from time to time invites experts to share their research findings and insights about cyberbullying and give professional advice on the production of teaching materials and formulation of support strategies. The Government will continue to enhance teenagers' abilities in the proper use of information technology through education and inter-departmental collaboration, so as to protect them from any involvement in cybercrime. The EDB will keep in view the prevailing educational and preventive work and enhance the provision of relevant resources when appropriate.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3475)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education,
(8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

University is a diverse community where students are free to express their views, and one of the ways to do that is to write on the "Democracy Walls". However, there have been a number of controversies surrounding the management of "Democracy Walls" of tertiary institutions in recent years. In some cases, students descended on the university president's office and got into a physical altercation with the staff, which was sad and disheartening. In this connection, please inform this Committee of the following:
1. What is the amount of resources allocated by the Government for developing various teaching resources for the promotion of "One Country, Two Systems" and the "Basic Law"?
2. Will the Government allocate resources to help schools deal with the emergence of or the act of posting posters proclaiming Hong Kong independence in campus?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 55)

Reply:

The Education Bureau (EDB) respects post-secondary institutions' autonomy in curriculum design and encourages them to help students acquire a full and accurate understanding of the Basic Law and "One Country, Two Systems", thus boosting their sense of national identity. At present, faculties and research centres of various universities have been organising a wide array of public lectures, seminars and workshops in relation to the Basic Law, governance and politics, and national education. In addition, many institutions offer general education and interdisciplinary courses to increase students' understanding of how the government operates under the Basic Law framework. Universities may continue to make full use of their resources to carry out promotion, education and research, as necessary, on various topics including the Basic Law and "One Country, Two Systems".

It has all along been the EDB's stance that there is no place for any proposals or activities advocating "Hong Kong independence", especially on our campuses. We also request the education sector to guard against "Hong Kong independence" activists from infiltrating into our campuses. We have all along maintained communication with the education sector on various matters and offer them support and advice as and when necessary. In fact, the education sector has gained considerable experience over the years in handling politicised incidents with appropriate responses, demonstrating professionalism in ensuring that students can study in a safe and orderly environment, are taught professionally and are offered counselling as needed. The EDB believes that post-secondary institutions have the responsibility as well as the ability to deal with incidents on their campuses properly while looking after their students' interests.

As regards University Grants Committee (UGC)-funded universities, the bulk of recurrent grants to these universities are in the form of a block grant based on the approved student numbers allocated to universities. As the expenditure for individual education themes are subsumed under the block grant to the universities, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4615)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Concerning the support for students who are deaf and hearing impaired, please advise this Committee of the following:

1. the amount of funding provided for the Lutheran School for the Deaf and the number of students admitted to this school in each of the past 5 years;

2. the number of deaf and hearing impaired students admitted to mainstream government and aided primary schools and the number of primary schools that provided sign language interpretation service for deaf and hearing impaired students in each of the past 5 years;

3. the number of deaf and hearing impaired students admitted to mainstream government and aided secondary schools and the number of secondary schools that provided sign language interpretation service for deaf and hearing impaired students in each of the past 5 years;

4. the number of deaf and hearing impaired students admitted to tertiary institutions in each of the past 5 years (with a breakdown by sub-degree and undergraduate programmes);

5. the measures to support deaf and hearing impaired students admitted to mainstream primary and secondary schools and the expenditure involved;

6. whether schools are subsidised in their provision of sign language interpretation service for deaf and hearing impaired students; if yes, the details of subsidisation (including the measures, amount of funding involved, etc.); if no, the reasons; and

7. whether the Government will consider making it compulsory for schools to provide the sign language interpretation service for needy students who are deaf and hearing impaired.

Asked by: Hon LEUNG Yiu-chung (LegCo internal reference no.: 1203)

Reply:

1.
The Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of parents, refer students who have severe or profound hearing impairment (HI) or those who cannot construct knowledge due to inadequate speech ability owing to HI to the school for children with HI (HI school). The annual expenditure of and the number of students enrolled in HI schools (including the Lutheran School for the Deaf (LSD)) in the past 5 years are set out in Tables 1 and 2 of the Appendix. With the full mainstreaming of the other HI school in the 2018/19 school year, the LSD has become the only HI school in Hong Kong.

2, 3, 6 & 7.
Students with HI who can benefit from mainstream schooling will be admitted to mainstream primary and secondary schools. The number of students with HI enrolled in public sector mainstream primary and secondary schools in the past 5 school years is set out in Table 3 of the Appendix. Schools should pool together, and flexibly deploy and utilise various resources, such as the Learning Support Grant, to cater for the specific needs of students with special educational needs (SEN), including the provision of sign language support for students with HI when necessary by, for example, employing teaching assistants who know sign language to assist students with HI in learning. Specifically, if schools consider it necessary to provide sign language supported teaching for students with HI, they should have thorough consideration and planning in the aspects of allocation and utilisation of resources, the capabilities of teachers and students in using sign language, curriculum adaptation, etc. At the same time, the EDB has all along been encouraging teachers to adopt the most appropriate modes in teaching and communicating with students with HI, including using oral language with the aid of visual strategies, environmental cues, body language, written text, gestures, sign language, etc., having regard to the abilities and needs of these students. Sign language interpretation is not equivalent to using sign language supported teaching, and it is not a definite approach in helping students with HI to learn. Different students with HI have different needs and the same student may have varying needs in different stages. We have not compiled the statistics on the number of schools that provide sign language interpretation services.

4.
The number of students with HI enrolled in full-time locally-accredited sub-degree and undergraduate programmes in the past 5 school years is set out in Table 4 of the Appendix.

5.
To help public sector mainstream schools cater for students with SEN (including students with HI), the EDB, on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. Schools should pool together and deploy these school-based resources flexibly to cater for the specific needs of students. For students with HI, the EDB has been providing free hearing aids and related audiological services for those in need. Schools may also apply for the Top-up Fund for them to procure wireless transmission systems for enhancing their speech perception effectiveness. The EDB would also refer students with HI in need of additional support to the "Enhanced Support Service for Students with HI". Under this scheme, when necessary, resource teachers who are providing the service will use sign language to assist the learning of the students concerned and exchange experience with school teachers of students with HI on how to use sign language to assist teaching. Regarding the development of using sign language supported teaching, the EDB has been maintaining close partnership with the LSD in implementing various projects on "Sign-assisted Instruction", which include developing an electronic LSD Visual Sign Language Dictionary, organising systematic training on sign language in the school as a means to strengthen teachers' and specialists' capacity in using sign language in order to enhance learning and teaching effectiveness. To enhance the professional capacity of teachers in catering for students with diverse needs (including HI), since the 2007/08 school year, the EDB has been providing serving teachers with relevant and structured training courses pitched at Basic, Advanced and Thematic levels. Starting from the 2012/13 school year, elective modules on sensory, communication and physical needs, which cover the knowledge and skills necessary for taking care of students with HI, have been included in the Advanced and Thematic Courses. The EDB also organises workshops and seminars and implements school-based support programmes from time to time to enhance teachers' knowledge and understanding of students with HI and equip them with strategies of enhancing the listening, communication and learning abilities of students with HI. The EDB has also developed various resource packages for teachers' reference and use, such as the "Resource Package on School-based Support for Students with Hearing Impairment", the "Resource Package on Communication Strategies for Students with Hearing Impairment" and the "Resource Package on Lexicon Learning for Students with Hearing Impairment".

Schools will deploy various resources holistically and flexibly to provide support for students with SEN according to their individual circumstances, rather than their corresponding SEN types. In addition, certain sub-items of expenditure (e.g. teacher training) are for the support services for students with SEN as a whole, irrespective of their SEN types or the tier of support. Therefore, we cannot list out the sub-items of the corresponding expenditure specifically in supporting students with HI. The annual expenditure on additional support and services for students with SEN in the past 5 school years is set out in Table 5 of the Appendix.

Appendix

Table 1

Annual Expenditure on Schools for Children with Hearing Impairment (including the Lutheran School for the Deaf)

Financial Year	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19** (as at 28 February 2019)
Expenditure ($ million)	26.5	28.2	27.7	28.0	26.3

Table 2

Number of Students Enrolled in Schools for Children with Hearing Impairment (including the Lutheran School for the Deaf)

School Year	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Primary	18	20	25	25	20
Secondary	84	67	64	59	44

Table 3

Number of Students with Hearing Impairment Enrolled in Public Sector Mainstream Primary and Secondary Schools

School Year	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Primary	270	280	300	350	360
Secondary	380	390	350	340	310

Note: Figures calculated based on the number of students with hearing impairment as the major SEN type.

Table 4

Number of Students with Hearing Impairment Enrolled in Full-time Locally-accredited Sub-degree and Undergraduate Programmes

School Year	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19** (Provisional figures)
Sub-degree Programme	65	65	59	81	85
Undergraduate Programme	119	112	110	118	119

Table 5

Annual Expenditure on Additional Support and Services for Students with Special Educational Needs

School Year	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19** (Revised estimate)
Expenditure ($ million)	1,221.7	1,310.0	1,391.5	1,638.0	2,011.6

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4394)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective number of non-Chinese speaking (NCS) students studying in local primary, secondary and special schools, and the percentage of NCS students among all students of individual schools in the past 3 school years, with a breakdown by district, ethnicity and school type.

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 29)

Reply:

As the ethnicities of non-Chinese speaking (NCS) students can be categorised into at least 10 types, the composition would be highly complicated if the number of NCS students is presented by ethnicity, district, school type and percentage of NCS students among all students in individual schools. Hence, figures on ethnicities of NCS students are set out separately. Moreover, the planning of special schools is not on a district basis. As the number of students admitted to special schools is relatively small, the number of NCS students in special schools is even smaller. We have not compiled statistics on the number of NCS students in special schools by district. The number of NCS students studying in public sector ordinary and Direct Subsidy Scheme (DSS) primary and secondary schools by district from the 2016/17 to 2018/19 school years is tabulated at Annex A, and the total number of NCS students studying in special schools in the respective school years is 367, 390 and 401.

The number of NCS ethnic minority students studying in public sector ordinary and DSS primary and secondary schools as well as special schools by ethnicity from the 2016/17 to 2018/19 school years is tabulated at Annex B. The two sets of data set out in Annex A and Annex B are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

The number of NCS students studying in public sector ordinary and DSS primary and secondary schools as well as special schools disaggregated by their percentage share among all students in individual schools from the 2016/17 to 2018/19 school years is tabulated at Annex C.

Annex A

Number of non-Chinese speaking (NCS) students in ordinary primary and secondary schools by district from the 2016/17 to 2018/19 school years

	2016/17 School Year		2017/18 School Year		2018/19 School Year	
District	**Primary Schools**	**Secondary Schools**	**Primary Schools**	**Secondary Schools**	**Primary Schools**	**Secondary Schools**
Central and Western	631	144	656	174	695	185
Wan Chai	998	695	1 034	763	1 075	799
Eastern	200	592	211	619	230	664
Southern	37	102	44	136	44	145
Yau Tsim Mong	1 092	767	1 121	719	1 156	712
Sham Shui Po	851	1 631	886	1 757	893	1 797
Kowloon City	410	314	394	325	373	339
Wong Tai Sin	266	56	307	79	324	86
Kwun Tong	804	1 030	814	995	804	952
Sai Kung	222	460	244	524	265	535
Sha Tin	130	425	131	365	119	309
Tai Po	106	58	115	62	109	77
North	22	7	26	7	29	5
Yuen Long	912	502	957	583	988	624
Tuen Mun	696	937	696	959	708	918
Tsuen Wan	64	60	75	60	84	66
Kwai Tsing	924	212	945	243	959	247
Islands	901	979	966	1 013	994	1 021
All districts	**9 266**	**8 971**	**9 622**	**9 383**	**9 849**	**9 481**

Notes:

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

Annex B

Number of non-Chinese speaking (NCS) ethnic minority students in ordinary primary and secondary schools and special schools by ethnicity from the 2016/17 to 2018/19 school years

School year	**2016/17**			**2017/18**			**2018/19**		
Ethnicity	**Primary Schools**	**Secondary Schools**	**Special Schools**	**Primary Schools**	**Secondary Schools**	**Special Schools**	**Primary Schools**	**Secondary Schools**	**Special Schools**
Indonesian	128	72	10	142	82	13	174	94	25
Filipino	1 309	1 508	58	1 328	1 529	58	1 310	1 487	63
Indian	970	1 201	27	965	1 240	25	988	1267	11
Pakistani	3 121	2 890	136	3 209	3 058	146	3 228	3 125	146
Nepalese	1 671	1 364	45	1 776	1 358	55	1 852	1 337	61
Japanese	113	59	12	116	66	12	123	76	7
Thai	161	134	8	171	158	4	176	154	4
Korean	53	55	4	66	61	3	73	65	4
Other Asian	227	213	7	224	240	7	231	239	13
White	567	217	12	600	218	9	591	213	14
Others	374	421	26	412	497	27	443	543	22
Total	**8 694**	**8 134**	**345**	**9 009**	**8 507**	**359**	**9 189**	**8 600**	**370**

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures on primary and secondary schools include students studying in public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS secondary school offering non-local curriculum is excluded for not having provided information on students' ethnicity).
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. Hospital School is not included in special schools due to the transitional nature of the education service provided.

Number of non-Chinese speaking (NCS) students in ordinary primary and secondary schools and special schools by the percentage of NCS students among all students in individual schools from the 2016/17 to 2018/19 school years

Percentage of NCS students among all students in individual schools	2016/17 school year			2017/18 school year			2018/19 school year		
	Primary Schools	Secondary Schools	Special Schools	Primary Schools	Secondary Schools	Special Schools	Primary Schools	Secondary Schools	Special Schools
>0% - 10%	2 113	2 000	210	2 248	2 209	223	2 429	2 430	215
>10% - 20%	626	299	123	731	466	136	1 034	623	156
>20% - 30%	922	776	16	866	732	16	621	608	14
>30% - 40%	428	520	0	744	275	0	577	158	0
>40% - 50%	289	291	18	625	520	15	773	330	16
>50% - 60%	562	1 116	0	0	1 235	0	346	1 511	0
>60% - 70%	562	718	0	599	186	0	378	357	0
>70% - 80%	448	1 253	0	450	1 872	0	1 063	1 202	0
>80% - 90%	1 259	728	0	1 959	651	0	1 218	1 007	0
>90%	2 057	1 270	0	1 400	1 237	0	1 410	1 255	0

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures on primary and secondary schools include students in public sector schools and Direct Subsidy Scheme schools.
3. NCS students include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
4. Hospital School is not included in special schools due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3666)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What are the numbers of Hong Kong students attending higher education institutions in Mainland and those who have returned to Hong Kong to work or pursue further study (postgraduate programmes) upon graduation in the past year?

2. What is the number of applications submitted by holders of Mainland qualifications to the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for qualifications assessments, and the percentages of the qualifications concerned that were assessed as comparable and not comparable to the level of their counterparts in Hong Kong in the past year?

3. What is the latest progress in enhancing 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) between Hong Kong and Mainland?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 31)

Reply:

1. The Government 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 information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland post-secondary institutions and research institutes was 15 180 as at November 2017.

2. In 2018-19 (as at 28 February 2019), the number of 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 is 1 072, in which all qualifications concerned were assessed as comparable to the level of their counterparts in Hong Kong.

3. 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 summarised below:

Medical and Health Sector

At present, there is no mutual recognition for Medical and Health Sector between Hong Kong and the Mainland. Specialist doctors (including medical practitioners, Chinese medicine practitioners and dentists) who are 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, 12 types of statutory healthcare professionals (namely medical practitioners, Chinese medicine practitioners, dentists, pharmacists, nurses, midwives, medical laboratory technologists, occupational therapists, optometrists, radiographers, physiotherapists and chiropractors) who are registered to practise in Hong Kong are allowed to provide short-term services in the Mainland without the need to sit the examinations in the Mainland. Under the Agreement on Trade in Services signed under the framework of CEPA, Hong Kong permanent residents are allowed to apply for registration as practising pharmacists in accordance with the relevant Mainland's regulations.

Architects / Construction Sector

Estate Surveyors, Architects, Structural Engineers, Planners, Quantity Surveyors and Building Surveyors have reached mutual professional recognition agreements.

Accountant

Under the framework of CEPA, qualified members of the Hong Kong Institute of Certified Public Accountants enjoy exemption from certain examination papers when they apply for Mainland's certified public accountant uniform examination.

Social Worker

The Social Workers Registration Board, which is a statutory body, is responsible for matters related to the recognition of qualifications and registration of social workers in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3668)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Mainland University Study Subsidy Scheme (MUSSS) has been launched since the 2014/15 academic year to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions. Starting from 2017, the Education Bureau (EDB) has introduced a non-means-tested subsidy under the MUSSS. In this connection, would the EDB advise this Committee of:

a. the number of students passing the means test in the 2018/19 academic year (with a breakdown by full-rate subsidy and half-rate subsidy);

b. the number of students receiving non-means-tested subsidy in the 2018/19 academic year; and

c. the total expenditure on the MUSSS in the 2018/19 academic year.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 35)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Students having passed a means test will receive either a full-rate subsidy or a half-rate subsidy ("means-tested subsidy") per academic year, depending on their needs. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions. In

addition, a "non-means-tested subsidy" is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy per academic year. The amount of subsidy will be reviewed and adjusted as appropriate. For the 2018/19 academic year, the full-rate subsidy and half-rate subsidy of the "means-tested subsidy" are $16,800 and $8,400 respectively. The "non-means-tested subsidy" offers $5,600.

In the 2018/19 academic year (as at 28 February 2019), a total of 3 124 students (including both newly-approved applications and renewals) have been granted subsidy, among them 1 857 students have been granted full-rate "means-tested subsidy", 661 students half-rate "means-tested subsidy", and 606 students flat-rate "non-means-tested subsidy". The total estimated expenditure for the 2018/19 academic year is about $42 million. To cope with the additional workload arising from the implementation of the MUSSS, the Education Bureau (EDB) and the Working Family and Student Financial Assistance Agency (WFSFAA), in addition to making use of existing resources, have created civil service posts, namely 3 of Executive Officer Grade and 7 of Clerical Officer Grade. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3669)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Scheme for Subsidy on Exchange for Post-secondary Students (SSE) and the Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (SSEBR) were launched in January 2015 and July 2016 respectively to subsidise the participation of needy local post-secondary students in exchange activities outside Hong Kong. Regarding the schemes, please provide the following information:

1. the eligibility criteria the SSE and SSEBR adopt for funding the exchange programmes;

2. in the past 2 academic years or subsidised periods, the number of participating institutions, the number of applications received, the number of students receiving the subsidy, the number of activities approved, and the amount of grant approved (by institution); and

3. further to the above question, based on the number of students receiving the subsidy, please list the top 10 destinations of exchange activities and the amount of grant of the schemes, with a breakdown by subsidised period.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 36)

Reply:

1. To ensure that no post-secondary students will be denied access to exchange activities due to a lack of financial means, the Education Bureau (EDB) has introduced the Scheme for Subsidy on Exchange for Post-secondary Students (SSE) since January 2015. Subsequently, the Scheme for Subsidy on Exchange to "Belt and Road" Regions for Post-secondary Students (SSEBR) was launched by the EDB in July 2016 to encourage and support local students in need to go on exchanges in the "Belt and Road" regions.

The eligible exchange activity under the above schemes must last for at least 2 weeks (applicable to SSE) or 5 days (applicable to SSEBR), and must be an outbound activity comprising substantive teaching and learning elements organised and/or endorsed by the participating institution. The participating institutions are required to process each application according to the operating guide issued by the EDB.

2. Information on the participating institutions of the SSE and SSEBR, and the number of students receiving the subsidy and the amount of subsidy granted for each of the participating institutions in the past 2 subsidised periods are respectively set out in **Annex A** and **Annex B**. The participating institutions are not requested by the EDB to provide the numbers of student applicants and activities approved under these two schemes annually.

3. In the past 2 subsidised periods, the top 10 destinations of exchange activities, ranked by the number of visiting students under the SSE, are the United Kingdom, the United States of America, Korea, Canada, Germany, Australia, the Netherlands, Sweden, Japan and France. As for the SSEBR, the top 10 destinations of exchange activities, ranked by the number of visiting students, are Mainland China, Taiwan, Korea, Singapore, the Czech Republic, Russia, Poland, Hungary, Cambodia and Thailand. For both the SSE and the SSEBR, the subsidy amount varies according to the destination and duration of the exchange activity, and subject to adjustment by the level of student finance approved by the Student Finance Office.

Annex A

Scheme for Subsidy on Exchange for Post-secondary Students (SSE)

Number of Students Receiving the Subsidy and Amount of Subsidy Granted in the Past Two Subsidised Periods (September 2016 to August 2018)

	Participating Institution	**Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2016 - August 2017)**	**Amount of Subsidy Granted in the Second Subsidised Period (September 2016 - August 2017) (HK$)**	**Number of Students Receiving the Subsidy in the Third Subsidised Period (September 2017 - August 2018)**	**Amount of Subsidy Granted in the Third Subsidised Period (September 2017 - August 2018) (HK$)**
	University Grants Committee-funded Institutions				
1.	City University of Hong Kong	272	6,016,800[#]	243	4,881,566.78
2.	Lingnan University	122	2,591,350	96	2,219,700
3.	The Hong Kong University of Science and Technology	107	2,460,000	98	2,233,690
4.	Hong Kong Baptist University (HKBU)	98	2,311,300	144	3,156,400
5.	The Chinese University of Hong Kong (CUHK)	91	1,727,850	145	3,824,630
6.	The Education University of Hong Kong	81	1,963,200	58	1,346,095
7.	The Hong Kong Polytechnic University (PolyU)	131[#]	3,206,100[#]	139	3,409,550
8.	The University of Hong Kong (HKU)	195	4,407,330	113	2,634,850
	Other Institutions				
9.	Centennial College	0	0	0	0
10.	Chu Hai College of Higher Education	5	154,400	3	114,000
11.	Caritas Bianchi College of Careers	0	0	0	0
12.	Caritas Institute of Higher Education	0	0	0	0
13.	Community College of City University	46	468,900	22	224,600

	Participating Institution	Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2016 - August 2017)	Amount of Subsidy Granted in the Second Subsidised Period (September 2016 - August 2017) (HK$)	Number of Students Receiving the Subsidy in the Third Subsidised Period (September 2017 - August 2018)	Amount of Subsidy Granted in the Third Subsidised Period (September 2017 - August 2018) (HK$)
14.	The Hang Seng University of Hong Kong$^{\Delta}$	0	0	13	293,780
15.	HKU SPACE Community College	8	121,500	7	110,100
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	22	211,500	12	128,100
17.	The Hong Kong Academy for Performing Arts	0	0	1	30,130
18.	College of International Education - HKBU	7	73,000	6	40,900
19.	School of Continuing Education - HKBU	3	31,500	9	60,956
20.	Hong Kong Institute of Technology	17	153,000	1	33,000
21.	Hong Kong Shue Yan University	19	193,500	11	331,000
22.	Lingnan Institute of Further Education	2	30,000	0	0
23.	The Community College at Lingnan University	8	75,750	-^	-^
24.	Savannah College of Art and Design	1	15,000	0	0
25.	School of Continuing and Professional Studies, CUHK	24	256,500	13	170,250
26.	Hong Kong Community College - PolyU	31	364,450	10	134,750
27.	School of Professional Education and Executive Development - PolyU	40	516,300	20	261,610

	Participating Institution	Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2016 - August 2017)	Amount of Subsidy Granted in the Second Subsidised Period (September 2016 - August 2017) (HK$)	Number of Students Receiving the Subsidy in the Third Subsidised Period (September 2017 - August 2018)	Amount of Subsidy Granted in the Third Subsidised Period (September 2017 - August 2018) (HK$)
28.	Vocational Training Council	28	343,105	29	360,118
29.	Technological and Higher Education Institute of Hong Kong	3	32,000	13	138,450
30.	YMCA College of Careers	0	0	0	0
31.	HKU SPACE	1	33,000	1	33,000
32.	Hong Kong Nang Yan College of Higher Education	12	152,600	6	80,500
33.	Tung Wah College	3	37,000	0	0
34.	The Open University of Hong Kong	28	381,394	43	539,201.48
35.	Hong Kong College of Technology	0	0	0	0
36.	Yew Chung College of Early Childhood Education[@]	3	36,000	0	0
37.	School of Continuing and Professional Education, CityU*	-	-	0	0
38.	Gratia Christian College*	-	-	1	14,000
	Total:	**1 408**	**28,364,329**	**1 257**	**26,804,927.26**

[#] Figures revised by the institution.

[Δ] Known before 30 October 2018 as Hang Seng Management College.

[^] The Community College at Lingnan University merged with Lingnan Institute of Further Education on 1 July 2017 and Lingnan Institute of Further Education continues to participate in the SSE in the third subsidised period.

[@] Known before 28 June 2018 as Yew Chung Community College.

* Institutions participated in the SSE in the third subsidised period.

Scheme for Subsidy on Exchange to "Belt and Road" Regions for Post-secondary Students (SSEBR)

Number of Students Receiving the Subsidy and Amount of Subsidy Granted in the Past Two Subsidised Period (July 2016 to August 2018)

	Participating Institution	**Number of Students Receiving the Subsidy in the First Subsidised Period (July 2016 - August 2017)**	**Amount of Subsidy Granted in the First Subsidised Period (July 2016 - August 2017) (HK$)**	**Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2017 - August 2018)**	**Amount of Subsidy Granted in the Second Subsidised Period (September 2017 - August 2018) (HK$)**
	University Grants Committee-funded Institutions				
1.	City University of Hong Kong	78[#]	1,132,215.68[#]	97	1,251,872.88
2.	Lingnan University	82	820,200	28	343,415
3.	The Hong Kong University of Science and Technology	53	643,070	60	764,674
4.	Hong Kong Baptist University (HKBU)	50	633,713.62	27	197,392.96
5.	The Chinese University of Hong Kong (CUHK)	75	966,765	89	1,254,575
6.	The Education University of Hong Kong	64	1,051,690	39	881,052
7.	The Hong Kong Polytechnic University (PolyU)	1[#]	28,000[#]	13	169,700
8.	The University of Hong Kong (HKU)	29	311,168.39	45	538,587.49
	Other Institutions				
9.	Centennial College	0	0	0	0
10.	Chu Hai College of Higher Education	0	0	0	0
11.	Caritas Bianchi College of Careers	0	0	0	0
12.	Caritas Institute of Higher Education	0	0	0	0

	Participating Institution	Number of Students Receiving the Subsidy in the First Subsidised Period (July 2016 - August 2017)	Amount of Subsidy Granted in the First Subsidised Period (July 2016 - August 2017) (HK$)	Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2017 - August 2018)	Amount of Subsidy Granted in the Second Subsidised Period (September 2017 - August 2018) (HK$)
13.	Community College of City University	10	92,250	1	28,000
14.	The Hang Seng University of Hong Kong$^{\Delta}$	0	0	12	99,387
15.	HKU SPACE Community College	0	0	0	0
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	25	133,575	17	111,475
17.	The Hong Kong Academy for Performing Arts	0	0	0	0
18.	College of International Education - HKBU	9	41,080	29	129,376
19.	School of Continuing Education - HKBU	11	88,125	1	11,500
20.	Hong Kong Institute of Technology	28	213,750	6	54,000
21.	Hong Kong Shue Yan University	7	124,500	11	122,233.70
22.	Lingnan Institute of Further Education	3	19,500	19	98,650.00
23.	The Community College at Lingnan University	9	92,650	- ^	- ^
24.	Savannah College of Art and Design	0	0	0	0
25.	School of Continuing and Professional Studies, CUHK	4	91,000	14	109,250
26.	Hong Kong Community College - PolyU	12	53,625	19	109,916

	Participating Institution	Number of Students Receiving the Subsidy in the First Subsidised Period (July 2016 - August 2017)	Amount of Subsidy Granted in the First Subsidised Period (July 2016 - August 2017) (HK$)	Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2017 - August 2018)	Amount of Subsidy Granted in the Second Subsidised Period (September 2017 - August 2018) (HK$)
27.	School of Professional Education and Executive Development - PolyU	26	200,280	39	178,550
28.	Vocational Training Council	107	552,583	123	779,779
29.	Technological and Higher Education Institute of Hong Kong	29	166,403.96	55	298,040
30.	YMCA College of Careers	0	0	2	19,500
31.	HKU SPACE	0	0	0	0
32.	Hong Kong Nang Yan College of Higher Education	9	53,625	10	47,674
33.	Tung Wah College	0	0	0	0
34.	The Open University of Hong Kong	85	517,287.93	28	166,430.53
35.	Hong Kong College of Technology	14	35,425	10	24,100
36.	Yew Chung College of Early Childhood Education[@]	0	0	0	0
37.	School of Continuing and Professional Education, CityU*	-	-	0	0
38.	Gratia Christian College*	-	-	0	0
	Total:	**820**	**8,062,482.58**	**794**	**7,789,130.56**

[#] Figures revised by the institution.

[Δ] Known before 30 October 2018 as Hang Seng Management College.

[^] The Community College at Lingnan University merged with Lingnan Institute of Further Education on 1 July 2017 and Lingnan Institute of Further Education continues to participate in the SSEBR in the second subsidised period.

[@] Known before 28 June 2018 as Yew Chung Community College.

* Institutions participated in the SSEBR in the second subsidised period.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3670)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 school year, the Government has regularised the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, under which each participating school will receive a grant of $150,000 per annum. The additional annual expenditure is estimated to be around $170 million. In this connection, please inform this Committee of:

1. the respective number and list of primary and secondary schools in receipt of the grant, the names of their Mainland counterparts, the professional support provided and the number of participating school personnel and students in the 2016/17, 2017/18 and 2018/19 school years;

2. the Education Bureau mentioned that it would commission an independent consultant to conduct an overall review on the effectiveness of the Pilot Scheme in the 2017/18 school year. What are its scope, methodology, evaluation criteria and results of this review?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 39)

Reply:

1. The Education Bureau (EDB) launched the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) from the 2015/16 to 2017/18 school years, under which a fixed grant of $120,000 per annum and professional support were provided for each local public sector and Direct Subsidy Scheme (DSS) school (including special school) that has formed sister schools with its counterparts in the Mainland to support the multifaceted development of sister school activities. The number of schools participating in the Pilot Scheme and the number of teachers' and students' participation in exchange activities in the 2016/17 and 2017/18 school years are tabulated below:

School year	Secondary school	Primary school	Special school	Total no. of schools	No. of teachers' participation in exchange activities*	No. of students' participation in exchange activities *
2016/17	223	228	20	471	9 960	41 680
2017/18	250	260	25	535	12 410	56 870

* Figures are rounded to the nearest ten.

The EDB has regularised the Pilot Scheme with effect from the 2018/19 school year to provide a recurrent grant (which is set at $150,000 for the 2018/19 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year) for each local public sector and DSS school (including special school) that has formed sister schools with its counterparts in the Mainland. As at March 2019, 626 local schools have applied for the Grant for the Sister School Scheme. Applications are open all year round. It is anticipated that there will be about 700 participating primary, secondary and special schools in the 2018/19 school year. On top of the recurrent grant, we also provide participating schools with professional support, including organising exchange activities and sharing sessions, offering advice and assistance on exchange activities, and collecting and disseminating good practices. As a prevailing practice, we do not disclose the names of schools participating in the schemes and the relevant information to avoid possible labelling effect and unnecessary pressure on individual schools.

2. In the 2017/18 school year, the EDB commissioned an independent consultant to review the effectiveness of the Pilot Scheme for charting its way forward. As schools were generally positive about the Pilot Scheme and keen to know the post-Pilot Scheme arrangements as soon as possible, the EDB decided to regularise the Pilot Scheme starting from the 2018/19 school year and focus the review on identifying the successful outcomes of the Pilot Scheme and areas for improvement. The independent consultant collected views and data through questionnaire surveys, focus group discussions and in-depth interviews with relevant stakeholders. The independent consultant has completed the report. The review findings show that most responding schools were positive about the Pilot Scheme. They considered the Pilot Scheme useful in helping teachers and students gain a better understanding about the education in the Mainland, facilitating cultural interflows, expanding schools' network, enhancing teachers' professionalism and broadening students' horizons. In addition, a vast majority of responding schools supported the regularisation of the grant under the Pilot Scheme. As for the professional support, schools expected the EDB would strengthen support in different aspects, such as organising more sharing sessions. The EDB is examining in detail the review findings and recommendations to optimise the support for schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3672)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Career and Life Planning Grant provided for secondary schools, please give the following information:

1. The expenditure involved and the number of school applied for the grant in the 2018/19 school year;

2. Further to item 1 above, the number of schools that have applied for converting the grant into regular teaching posts in the 2018/19 school year; and

3. The findings of the Education Bureau's review of the implementation of life planning education.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 43)

Reply:

1. & 2. Since the 2014/15 school year, the Education Bureau (EDB) has been providing each public sector school and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels with a recurrent Career and Life Planning Grant (CLPG) ($610,000 for the 2018/19 school year). Starting from the 2016/17 school year, eligible public sector schools are given the option to convert the CLPG into regular teaching posts. For DSS schools, the expenses in relation to the grants and the regular teaching posts provided under this initiative have been incorporated in the DSS unit subsidy rate. In the 2018/19 school year, 136 eligible public sector schools continue to receive the CLPG, while 308 schools have converted the CLPG into regular teaching posts. The expenditure on the CLPG is $83 million. The expenses incurred in converting the CLPG into regular teaching posts are subsumed under the EDB's recurrent expenditure and no breakdown is available.

3. Since the implementation of Life Planning Education (LPE) in the 2014/15 school year, the EDB has been monitoring the implementation of LPE at schools through questionnaire surveys and advisory school visits. It is noted that schools in general have utilised the CLPG properly in acquiring additional manpower or hiring related services to strengthen LPE services. To consolidate the experience gained from implementing LPE and map out the way forward, the EDB commissioned the Education University of Hong Kong in 2017 to conduct a review on the effectiveness of LPE, the implementation of the LPE policy, and the benefits of the Business-School Partnership Programme (BSPP) on students. The review showed that the implementation of LPE in local secondary schools has reaped initial success. By establishing well-defined organisational structures and school-based policies, schools are gradually gaining the support of teachers, students and parents in the promotion of LPE. In parallel, BSPP has received much support from schools and BSPP partners. It is valued by schools as one of the important resources in the promotion of LPE and well recognised by teachers and students too. Nevertheless, even though students can access relevant information (for example, information on employment and further studies, knowledge of different industries, etc.) through LPE activities, they have yet to master the skills for long-term life planning. Besides, the overall participation rate of students and parents in LPE activities was low. The EDB will study the review findings and recommendations carefully, with a view to enhancing the existing measures and strengthening the support for the implementation of LPE in schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3673)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Learning Support Grant for public sector secondary schools covers students with mental illness starting from the 2017/18 school year. In this connection, please answer the following questions:

1. What were the expenditures involved and the numbers of student beneficiaries in the 2017/18 and 2018/19 school years?

2. What are the estimated expenditure involved and the number of student beneficiaries in the 2019/20 school year?

3. Is the Education Bureau aware of how schools have been using the additional resources to support students with mental illness?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 44)

Reply:

1 to 3

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing all mainstream schools with additional resources on top of the regular subvention, including the Learning Support Grant (LSG). Starting from the 2017/18 school year, the LSG covers students with mental illness (MI) so that schools will have additional resources to enhance support to cater for these students' learning, social, emotional and behavioural needs. The LSG is calculated on the basis of the number of students with SEN and the tier of support the students require. Basing on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy the LSG and other school resources flexibly and holistically to render support for students with SEN according to individual conditions and needs, such as employing additional teachers or teaching assistants or hiring professional services.

Based on the position of September of every school year, the EDB compiles statistics on the number of students with SEN of the respective school year. Since public sector mainstream schools have yet to provide the EDB with information about students with MI as in September of the 2017/18 school year for the calculation of the LSG, the EDB is unable to provide the number of students with MI in that school year (i.e. as in September). Based on the computation of the number of school applications for LSG approved by the EDB at the end of the first term in the 2017/18 and 2018/19 school years, the number of primary and secondary school students with MI as the major type of SEN is around 470 and 800 respectively. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

As the expenditure involved in providing public sector mainstream secondary schools with the LSG to render support to students with MI is subsumed under the overall expenditure of the LSG, a separate breakdown is not available. For the 2017/18 school year, the expenditure on the LSG for public sector mainstream secondary schools was around $310 million. The revised estimated expenditure on the LSG for the 2018/19 school year is around $340 million, and the estimated expenditure for the 2019/20 school year is around $260 million.

In utilising the LSG to support secondary students with MI, schools, in general, will employ additional staff, e.g. teaching assistants to assist teachers in designing learning activities and materials as well as supporting students in classroom learning activities, hire professional support or guidance services (e.g. behavioural or emotional counseling and social training at school) in order to help students adjust to campus life. Schools will also use the LSG to implement school-based teacher training and parent education, etc.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies, measures and deployment of resources (including the support for students with SEN) through self-evaluation every year. As required by the EDB, schools should submit an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to integrated education to the EDB at the end of a 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 and upload such information onto their school websites. When using Government subventions (including the LSG), all public sector schools are required to adopt an effective monitoring system, maintain proper records and conduct periodic review. Professional staff from the EDB will review the support provided by schools for students with SEN and offer professional advice whenever necessary during school visits in order to ensure that the support services can address the needs of students with SEN (including students with MI). It should be noted that students diagnosed with MI should receive treatment in strict accordance with the instructions given by healthcare professionals. On the part of schools, subject to the consent of the parents, teachers may use the LSG or other resources to provide professional support, with a view to helping the students concerned to cope with the learning and personal growth challenges that the illness brings to them.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3674)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of Learning Support Grant (LSG), please advise of:

1. the number of students requiring tier-2 and tier-3 support, the amount of subsidy per student and the total expenditure in the 2018/19 school year;

2. the number of schools with LSG clawed back by the Education Bureau (EDB) and the amount involved in the 2016/17 and 2017/18 school years;

3. further to the above question, whether the Administration has looked into the reasons for schools' not optimising the use of LSG and offered recommendations for improvement; if yes, of the details; and

4. how the EDB assesses the effectiveness of LSG?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 45)

Reply:

1. to 4.

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention for all mainstream schools, has been providing public sector schools with additional resources, including the Learning Support Grant (LSG). In the 2018/19 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to $14,322 and $28,644 respectively, and the basic provision per school per annum for the first 6 students requiring tier-3 support has also been raised to $171,864. The EDB has revised its estimated expenditure on LSG for the 2018/19 school year to around $650 million. The tier of support for students with SEN

may require upward or downward adjustment from time to time according to the performance of the students and the distribution of students under the 3-tier Intervention Model may change accordingly. Based on the LSG data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by number of students with SEN requiring tier-2 and tier-3 support in the 2018/19 school year is set out at Appendices 1 and 2 respectively.

Public sector mainstream schools are encouraged to fully utilise the LSG allotted every year to cater for the needs of students with SEN. For schools which have accumulated a surplus in excess of 30% of the 12 months' provision of LSG at the end of the respective school year (applicable to aided and caput schools) or financial year (applicable to government schools), the excess surplus will be clawed back. To our understanding, the underspending of individual schools and hence the clawback of surplus at the end of a specific school year/financial year are due to some unexpected difficulties, e.g. time required for employment of additional staff longer than expected, early termination of contract by additional staff, difficulties in hiring appropriate professional services, etc.

Based on the audited information as at March 2019, there are 18 schools with LSG clawed back at the end of the 2016/17 school year (aided and caput schools)/2016-17 financial year (government schools), and the amount of LSG clawed back is around $800,000. As the amount to be clawed back from aided and caput schools for the 2017/18 school year will be confirmed only after the schools' submission of audited accounts by the end of February 2019 and verification by EDB, we are unable to provide information on the clawback for the 2017/18 school year and beyond.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN, as with other school policies and measures, through self-evaluation every year. The EDB also requires schools to submit to it an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to integrated education at the end of a 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 and upload such information onto their school websites. Furthermore, with our stepped-up efforts to monitor and remind schools of the optimal utilization of LSG, the surplus situation of LSG among schools has been improved in recent years. Various measures include providing schools with guidelines on deployment of LSG and clawback mechanism, conducting regular school visits to advise on the deployment of resources to support students with SEN, organising experience sharing activities among schools, and issuing reminders to individual schools to urge improvements in case of undesirable situation.

Starting from the 2019/20 school year, the EDB will extend the LSG to all public sector mainstream primary and secondary schools. Regular teaching posts and grant will be provided for schools based on their number of students with SEN and the tier of support these students require. The LSG grant rate for tier-3 support will also be increased multifold. The above arrangements are appropriate response to the mainstream views gathered from the sector during consultations, i.e. to provide schools with a more stable teaching force and additional resources for flexible deployment to support students with SEN. Under the new measures, schools admitting a comparatively large number of

students with SEN will be provided with additional regular teaching posts and sufficient LSG to arrange appropriate support services for students with SEN. Schools admitting fewer numbers of students with SEN can also deploy the LSG flexibly to cater for these students. It is expected that the enhanced provision of LSG will further improve the effectiveness of integrated education.

Distribution of public sector mainstream primary and secondary schools eligible for Learning Support Grant by number of students with special educational needs (SEN) requiring tier-2 support in the 2018/19 school year

No. of students with SEN requiring tier-2 support	No. of schools	
	Primary	Secondary
0	0	1
1-10	13	39
11-20	18	54
21-30	20	64
31-40	31	36
41-50	72	34
51-60	80	21
61-70	53	25
71-80	46	19
81-90	27	15
91-100	13	15
Over 100	8	62

Distribution of public sector mainstream primary and secondary schools eligible for Learning Support Grant by number of students with special educational needs (SEN) requiring tier-3 support in the 2018/19 school year

No. of students with SEN requiring tier-3 support	No. of schools	
	Primary	Secondary
0	32	50
1-5	283	299
6-10	41	21
11-15	11	11
16-20	6	0
Over 20	8	4

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3675)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please provide the respective numbers and percentages of local students, non-local Chinese students and other non-local students studying in international schools (including those under the English Schools Foundation) in the 2018/19 school year, with a breakdown by primary, secondary and special education.

(2) Further to the above question, has the limit for local admissions (i.e. 30%) imposed by the Education Bureau (EDB) complied by every international school? If not, please provide a list of non-compliant schools and the percentage of local students in each of these schools.

(3) Under the existing mechanism, will the EDB take follow-up actions against international schools which have failed to comply with the EDB's limit for local admissions? If yes, what are the details? If no, what are the reasons?

(4) Please provide the numbers of school places and students in international schools (including those under the English Schools Foundation) in the 2016/17, 2017/18 and 2018/19 school years, with a breakdown by primary, secondary and special education?

(5) How does the Government regulate international schools operating on private lands? Are the regulatory measures applied to these schools the same as those governing international schools developed through the EDB's School Allocation Exercise?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 48)

Reply:

(1) The numbers of local and non-local students studying in international primary, secondary and special schools in the 2018/19 school year are tabulated at **Annex 1**.

(2) and (3) In the 2018/19 school year, the ratio of non-local students of 15 international schools is subject to a related requirement, ranging from 50% to 98%, under the respective service agreements (SAs) entered into between the schools and the Government following the allocation of vacant school premises (VSP) or greenfield site in question for international school development under School Allocation Exercises (SAEs). Under the prevailing policy, school sponsoring bodies (SSBs) allocated with school premises or sites by the Education Bureau (EDB) for such purpose are required to allocate at least 70% of the school places to non-local students. In the SAE conducted in 2014, favourable consideration was given to proposals accepting a higher proportion of non-local students. In case of breach of requirements in the SA by SSBs and schools (including failure to comply with the minimum percentage of non-local students to be enrolled as stipulated in the SA), the EDB will take follow-up actions, and has the right to terminate or refuse to renew the SA, or even re-enter the VSP or greenfield sites concerned. In addition, when discussing with the English Schools Foundation (ESF) in phasing-out arrangements of the recurrent government subvention for ESF schools in 2013, we have taken the opportunity to remind the ESF to continue to maintain their student mix of having no less than 70% of their overall student population being non-local students.

In the 2018/19 school year, non-local students accounted for 75.5% of the overall student population in the international school sector while local students accounted for 24.5%. When SSBs submitted their proposals for the SAE, they acknowledged and agreed that the information provided (including the proposed minimum percentage of non-local students to be enrolled) would only be used for the relevant SAE. We are therefore unable to disclose the requirement regarding the minimum percentage of non-local students to be enrolled by individual international schools. Nevertheless, among the aforementioned international schools which are subject to the requirement on the enrolment of local students, all of them have complied with the relevant requirement except two schools which have just commenced operation in the concerned premises last year and three schools which have commenced operation in the concerned premises in 2016 and 2017 respectively. We have reminded the relevant schools in writing to observe and comply with the requirements in their admission exercises in the following year, and will follow up on the implementation and effectiveness of the schools' improvement measures while continuing to closely monitor the situation.

(4) The numbers of school places and students in international primary, secondary and special schools from the 2016/17 to 2018/19 school years are tabulated at **Annex 2**.

(5) Under the EDB's prevailing policy, SSBs allocated with VSP and/or greenfield sites for international school development through SAEs are required to enter into an SA with the Government and agree to comply with a set of requirements in relation to the establishment of international schools. Apart from complying with the minimum percentage of non-local students to be enrolled, relevant schools are required to submit annual audited accounts to the Government, as well as proof of the school's recognition from a renowned accreditation

body, etc., to facilitate the EDB's monitoring of the financial situation and teaching quality of such schools.

SSBs which would like to establish an international school in Hong Kong without receiving allocation of VSP or greenfield sites through SAE should apply for registration as a private school first. After ensuring the school's compliance with the EDB's requirements in relation to the establishment of international schools (including allocating at least 70% of school places to non-local students, possessing proven track record in school operation and full accreditation from an established accreditation body, formulating a sustainable financial plan, etc.), an application could be made to the EDB for registering the school as an international school. A school must be registered as an international school before it may be named as an international school. The EDB will carefully assess the application materials submitted by the SSB, and will only consider approving the application after the EDB is satisfied that the school's operation and performance have fulfilled the requirements in relation to international schools. Detailed requirements regarding applications for establishment of an international school in Hong Kong are uploaded to the EDB's Thematic Website of International Schools for public access (https://internationalschools.edb.hkedcity.net/submit_an_application.php?lang=en).

At the same time, to ensure education quality, all international schools are required to comply with the requirements under the Education Ordinance (Cap. 279) and the Education Regulations (Cap. 279A). For example, the school premises must comply with the relevant buildings and fire safety requirements; teachers must obtain the prescribed qualifications and register with the EDB; and the tuition fees must be approved by the EDB.

Annex 1

Numbers of Local and Non-local Students (Chinese or Others) in International Primary, Secondary and Special Schools in the 2018/19 School Year (based on the Student Enrolment Survey conducted in September 2018)

Primary Schools

	Students	%
Local	5 866	25.8%
Non-local - Chinese	1 110	4.9%
Non-local - Others	15 744	69.3%
Total	**22 720**	**100.0%**

Secondary Schools

	Students	%
Local	3 987	22.8%
Non-local - Chinese	865	4.9%
Non-local - Others	12 626	72.2%
Total	**17 478**	**100.0%**

Special School

	Students	%
Local	13	18.8%
Non-local - Chinese	2	2.9%
Non-local - Others	54	78.3%
Total	**69**	**100.0%**

Notes:

(1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region (HKSAR)) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.

(2) Non-local Chinese students refer to students who hold Chinese nationality (e.g. Mainlanders, Macaoese and Taiwanese) and hold a passport other than the HKSAR Passport or the British National (Overseas) Passport. There is no further breakdown on the number of students with Chinese nationality.

(3) Figures of primary and secondary schools include students studying in the English Schools Foundation (ESF) schools and other private international schools but not the special school operated by the ESF.

(4) Figures of the special school refer to the special school operated by the ESF.

(5) Figures refer to the position as at September 2018.

(6) Percentages may not add up to total due to rounding.

Annex 2

Numbers of School Places and Students in International Primary, Secondary and Special Schools from the 2016/17 to 2018/19 School Years

	2016/17		2017/18		2018/19	
	School Places	Number of Students	School Places	Number of Students	School Places	Number of Students
Primary Schools	22 940	21 093	23 803	21 912	24 664	22 720
Secondary Schools	19 268	16 664	19 790	16 956	20 200	17 478
Special School	70	70	70	70	70	69

Notes:

(1) Figures refer to the position as at September of the respective school years.

(2) Figures of primary and secondary schools include students studying in the English Schools Foundation (ESF) schools and other private international schools but not the special school operated by the ESF.

(3) Figures of the special school refer to the special school operated by the ESF.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4699)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the 2018 School Allocation Exercise conducted by the Education Bureau, would the Government inform this Committee of:

(a) the details of allocated school premises in the table below;

District where the school premises are located	Location of school premises	Use of allocated school premises (e.g. operation of time-limited schools, operation of new schools, or reprovisioning of existing schools)	Vacant or new school premises	Organisation recommended for allocation

(b) the details of allocated new school premises in the table below;

Location of school premises	Area of school premises	Completion date of school premises	Construction cost of school premises

(c) the details of allocated vacant school premises in the table below.

Location of school premises	Area of school premises	Year in which construction of the school premises was completed	Year in which the school premises became vacant	Renovation cost of school premises

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 96)

Reply:

According to the Education Bureau's (EDB) prevailing school allocation mechanism, once a vacant/to-be-vacant premises or a reserved school site is confirmed to be required for allocation for school use, the EDB will normally invite applications from all eligible organisations in the territory through the School Allocation Exercises (SAE) and make relevant announcement through press release and its website. The SAE is generally conducted on a competitive basis amongst the applicant bodies. When assessing the applications, quality of education is the prime consideration of the School Allocation Committee comprising official and non-official members. Other factors, including operation track records and conditions of existing school premises (where applicable), proposed school plans, etc., will also be considered.

The EDB launched 2 SAEs in 2018. The First SAE 2018 sought to nominate operators for 6 new estate kindergarten premises under the Hong Kong Housing Authority. As for the Second SAE 2018, it seeks to allocate 2 new school premises to be built on reserved school sites (planned new school premises) for operating new special schools. The First SAE 2018 has been completed whereas the Second SAE 2018 is underway and the results are expected to be available in the second quarter of 2019.

Table — Information on the 2018 SAEs and the related school premises

SAE	**Location of school premises**	**Expected completion date of the planned new school premises/ new estate kindergarten premises**	**Site area (applicable to the planned new school premises) (rounded to the nearest hundred m^2)/ Internal floor area of new estate kindergarten premises (rounded to the nearest 10 m^2)**	**Use of the allocated school premises**	**Organisation recommended for allocation (applicable to the planned new school premises)/ Organisation nominated for allocation of new estate kindergarten premises**	**Construction cost for school premises ($ million)**
First SAE 2018	UG/F, Wo Tai House, On Tai Estate, Kwun Tong	Completed	860	Operating a kindergarten	Christian & Missionary Alliance Church Union Hong Kong Limited	Note (1)
	UG/F, King Tai House, On Tai Estate, Kwun Tong	Completed	830	Operating a kindergarten	Light and Love Home Limited	Note (1)
	G/F, Larkspur House, So Uk Estate, Sham Shui Po	Completed	920	Operating a kindergarten	The General of The Salvation Army	Note (1)
	1/F, Retail cum Welfare Block (JoysMark), Mun Tung	Completed	740	Operating a kindergarten	Hong Kong Young Women's Christian	Note (1)

SAE	Location of school premises	Expected completion date of the planned new school premises/ new estate kindergarten premises	Site area (applicable to the planned new school premises) (rounded to the nearest hundred m^2)/ Internal floor area of new estate kindergarten premises (rounded to the nearest 10 m^2)	Use of the allocated school premises	Organisation recommended for allocation (applicable to the planned new school premises)/ Organisation nominated for allocation of new estate kindergarten premises	Construction cost for school premises ($ million)
	Estate, Tung Chung				Association	
	G/F, Hi Shek House, Shek Mun Estate Phase II, Sha Tin	Completed	750	Operating a kindergarten	Hong Kong Christian Service	Note (1)
	G/F, Block A, Hoi Lok Court, Cheung Sha Wan	Completed	570	Operating a kindergarten	Tung Wah Group of Hospitals	Note (1)
Second SAE 2018	Renfrew Road, Kowloon Tong (School A)	Early 2025 (Tentative)	About 7 700 m^2 for developing 2 special schools (Area: School A: about 3 000 m^2 School B: about 3 500 m^2 Interlock Area: about 1 200 m^2)	Setting up a new special school for children with mild intellectual disability (MiID)	SAE underway	To be confirmed Note (2)
	Renfrew Road, Kowloon Tong (School B)	Early 2025 (Tentative)		Setting up a new special school for children with MiID and moderate intellectual disability (MoID) with boarding facilities for children with MoID	SAE underway	To be confirmed Note (2)

Note (1) The estate kindergarten premises concerned were built by the Hong Kong Housing Authority. The EDB does not have information on their construction cost.

Note (2) The EDB is taking forward the preparation work for related school building projects, including estimating project costs based on the actual site conditions and school building arrangements, under the established mechanism and procedures. The EDB will submit the school building projects and funding applications to the Legislative Council for approval in due course. The estimated project costs will be provided in the relevant funding proposals.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3704)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Government's expenditure on the promotion of electronic textbooks (e-textbooks), would the Administration advise this Committee of the following:

(1) The numbers of e-textbooks in the past few years and their percentage against the numbers of printed textbooks since the introduction of the Recommended e-Textbook List (eRTL) in 2014;

Level	2014-15	2015-16	2016-17	2017-18	2018-19	Percentage against the number of printed textbooks
Primary 1 to 3						
Primary 4 to 6						
Secondary 1 to 3						
Secondary 4 to 6						

(2) Distribution of subjects and book quantity with regard to the eRTL;

Primary 1 to 6

Subject area	Number of e-textbooks	Percentage against the number of printed textbooks

Secondary 1 to 3

Subject area	Number of e-textbooks	Percentage against the number of printed textbooks

(If the following is applicable)
Secondary 4 to 6

Subject area	Number of e-textbooks	Percentage against the number of printed textbooks

(3) In relation to the low adoption rate of e-textbooks mentioned in the Director of Audit's Report No. 71 published last year, please provide details on the follow-up action taken by the Education Bureau, plans on the promotion of e-textbook adoption, timetable and expenditure involved; and

(4) As at 2018-19, the E-Textbook Market Development Scheme has utilised nearly $40 million for disbursement as seeding grant to non-profit making organisations for developing e-textbooks and settling other charges. Please provide the following information:

Non-profit making organisation	Year of disbursement	Amount disbursed	Number of e-textbooks developed	Subject and content of e-textbooks concerned

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 101)

Reply:

(1) The review mechanism for electronic textbooks (e-textbooks) was introduced in 2014, under which e-textbooks having passed the review will be placed on the Recommended e-Textbook List (eRTL). Currently, there are 57 sets of e-textbooks on the eRTL, covering 20 different subject areas across primary and junior secondary levels (3 Key Stages). Considering a much longer time is required for developing one set of e-textbook as compared with printed textbook, a disparity between the number of e-textbooks and printed textbooks on the respective textbook list is therefore understandable. Working out the difference in percentage terms is not meaningful.

Schools are encouraged to promote e-learning by using the right technology in teaching and learning at the right time when considering whole school planning and use of IT for teaching. The promotion of e-textbook development aims to provide schools with another option of quality learning and teaching resources in addition to printed textbooks. It should be stressed that as one of the many learning modes, e-learning, which is ever-evolving and diversified, is open and flexible. There is no so-called best practice or standard which schools should follow. Therefore, no target has been set for schools' adoption rate of e-learning resources (including e-textbooks). The EDB will continue to enhance the quality of e-textbooks and the pedagogy with the use of e-textbooks instead of pursuing a large increase in the quantity of e-textbooks on the eRTL.

The number of e-textbooks in the past few years and the latest number of printed textbooks are as follows:

Level	2014-15 (sets)	2015-16 (sets)	2016-17 (sets)	2017-18 (sets)	2018-19 (sets)	No. of printed textbooks in 2018-19 (sets)
Primary 1 to 3	7	11	13	13	17	89
Primary 4 to 6	7	11	13	14	17	81
Secondary 1 to 3	4	12	19	22	23	174

(2) The quantity distribution of eRTL by subject and the corresponding number of printed textbooks are as follows:

Primary 1 to 6

Subject area	No. of e-textbooks (set)	No. of printed textbooks (set)
Chinese Language	6	24
English Language	12	30
Mathematics	2	41
Putonghua	6	32
General Studies	6	31
Physical Education	2	2

Secondary 1 to 3

Subject area	No. of e-textbooks (set)	No. of printed textbooks (set)
Chinese Language	1	10
English Language	2	19
Mathematics	2	29
Science	3	21
Geography	6	10
History	3	11
Life and Society	3	10
Science Education Key Learning Area – Information and Communication Technology	3	12

(3) It is always necessary for schools to flexibly adopt different learning resources to cater for learner diversity and, in light of school context, timely apply e-learning resources in learning and teaching. Teachers' professional capabilities of using e-learning resources to enhance learning effectiveness and the availability of quality e-learning resources already developed in the market are two crucial factors for promoting e-learning. On teachers' professional training, the EDB will continue to strengthen teachers' professional capabilities of using e-learning resources in teaching various subjects through professional development programmes, learning communities, school visits, etc. On the other hand, the EDB continues to communicate with the publishing industry to improve the technical and functional design of e-textbooks so as to create favourable conditions for promoting the development and use of e-textbooks. As the support measures above are carried out mainly by EDB staff, the relevant costs are subsumed under the recurrent expenditure of the EDB and a breakdown of the estimate is not available.

(4) In Phase One and Phase Two of the E-Textbook Market Development Scheme, seeding grants totaling around $39.5 million were disbursed to 6 non-profit making organisations in installments in accordance with the terms of the service agreement for developing 18 sets of e-textbooks. The 18 sets of e-textbooks had all been placed on the eRTL by the 2016/17 school year for schools' selection. As the costs of e-textbook

development (including the amount of seeding grant) remain commercially sensitive data for the developers concerned, the amount of seeding grant approved for individual applications will not be disclosed. The organisations, number of e-textbooks developed as well as the subject and content concerned are tabulated as follows:

Non-profit making organisation	No. of e-textbooks developed (set)	Subject and content of e-textbooks concerned
Open Knowledge Association Limited	4	Chinese Language (Key Stage 1) Chinese Language (Key Stage 2) Putonghua (Key Stage 1) Putonghua (Key Stage 2)
Smart Education Charitable Foundation Limited	3	English Language (Key Stage 1) English Language (Key Stage 2) English Language (Key Stage 3)
The University of Hong Kong	6	Geography (Key Stage 3) (English) Mathematics (Key Stage 1) (Chinese) Mathematics (Key Stage 2) (Chinese) Computer Literacy (Key Stage 3) (Chinese) Computer Literacy (Key Stage 3) (English) Geography (Key Stage 3) (Chinese)
Moodle.hk	2	Putonghua (Key Stage 1) Putonghua (Key Stage 2)
Elementi Education Organization Non-Profit Making Limited	2	Mathematics (Key Stage 3) (Chinese) Mathematics (Key Stage 3) (English)
IT Education Center Limited	1	Computer Literacy (Key Stage 3) (Chinese)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3705)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding coding education, would the Government advise this Committee of the following:

(1) the number of hours of coding education at upper primary and secondary levels in the past 2 years;

	Number of hours of coding education	Percentage share in the total hours of information technology subject
Upper primary		
Junior secondary		
Senior secondary		

(2) programmes related to coding education organised for serving computer/information and communication technology teachers, details of the programmes concerned, the number of participants and the duration of programmes in the past 2 years, as well as the programme plan for the coming year;

(3) the work items, timetable, manpower and expenditure involved for the implementation of coding education as mentioned in the Report on Promotion of STEM Education - Unleashing Potential in Innovation in 2018-19, as well as the work items, timetable, manpower and expenditure involved for 2019-20; and

(4) details of the work regarding the Education Bureau's collaboration with professional/community organisations in the enhancement of coding education in secondary schools in 2018-19. Please provide the list of the professional/community organisations and the plan for the coming year.

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 102)

Reply:

(1) The number of hours of coding education at upper primary and secondary levels and relevant details are as follows:

	Number of hours of coding education	Percentage share in the total hours of information technology subject
Upper Primary	Schools are advised to allocate approximately 30 hours to the promotion of coding education as stated in the "Computational Thinking - Coding Education: Supplement to the Primary Curriculum" compiled by the Education Bureau (EDB) in the 2017/18 school year.	As the EDB does not require primary schools to make information technology an independent subject, relevant figure is not available.
Junior Secondary	Schools may teach programming-related content through the curriculum of Technology Education Key Learning Area. Schools are advised to allocate no less than 30% of teaching hours for the Information and Communication Technology (ICT) Knowledge Context to teaching of programming. For reference purposes, the number of teaching hours is around 20.	Programming accounts for around 30% of teaching hours for the ICT Knowledge Context.
Senior Secondary	The element of programming is covered by both compulsory and elective parts of ICT curriculum at senior secondary level, and the suggested number of teaching hours is 24 and 75 respectively.	24 hours and 75 hours account for around 10% and 30% respectively of the total teaching hours for ICT at senior secondary level.

(2) The EDB organises professional development programmes on coding education for serving teachers who teach Computer/ICT to enhance their pedagogical knowledge in developing students' programming skills. The number of participants in the 2016/17 and 2017/18 school years was 900 and 1 880 respectively. The duration of each programme was around 3 to 6 hours. The EDB continues to organise these programmes in the 2018/19 school year, and the estimated number of participants is about 1 400.

(3) In the 2017/18 school year, the EDB compiled the "Computational Thinking - Coding Education: Supplement to the Primary Curriculum" (Supplement), launched the related professional development programmes and developed the learning and teaching resources for teachers' adoption. Starting from the 2017/18 school year, "Workshops on Computational Thinking - Coding Education for Primary Schools" have been organised in batches for all public sector and Direct Subsidy Scheme primary school teachers, with a view to enabling them to understand the content of the Supplement and enhancing their pedagogical knowledge in developing students' computation thinking and programming skills. The first 3 batches of training programmes on coding education were completed as at end-February 2019, and the fourth batch commenced in the second term of the 2018/19 school year. Also, we completed the development of learning and teaching resources on programming to control physical objects this school year. In the 2019/20 school year, we will continue to organise workshops on coding education for teachers and develop learning and teaching resources. As the expenses involved have been subsumed under the overall expenditure of EDB, a breakdown of expenditure by item is not available.

(4) All along, the EDB has been organising the Hong Kong Olympiad in Informatics (HKOI) jointly with the Hong Kong Association for Computer Education to promote students' interest in programming. The HKOI for the 2018/19 school year has been completed. The best contestants of the HKOI are undergoing training and those with outstanding performance in the training may be selected to represent Hong Kong to participate in the International Olympiad in Informatics or the National Olympiad in Informatics to be held in 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4299)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will "consider and implement as appropriate initiatives recommended by the task force set up to review self-financing post-secondary education." In this connection, will the Government inform this Committee of the time required for the review and the recommendations to be implemented by the EDB?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 55)

Reply:

The Task Force on Review of Self-financing Post-secondary Education has submitted its report to the Government on 27 December 2018. The Government's first-stage follow-up actions are set out below.

(a) We agree that there is a need to review and update the Post Secondary Colleges Ordinance (Cap. 320) so that the self-financing post-secondary education institutions in Hong Kong are required to achieve the academic and institutional governance expected of a modern higher education institution. The Education Bureau (EDB) plans to commence a review of Cap. 320 in 2019 and formulate a set of legislative amendment proposal in consultation with the sector and stakeholders.

(b) We agree that it is necessary to seek more advice from outside the Administration on the future development of the sector. The Committee on Self-financing Post-secondary Education, the majority of members of which are non-officials, can be given a larger role and more functions to advise the Government on issues relating to the direction of self-financing institutions' development, including offering advice on quality enhancement and strategic coordination of their development of niche areas, as well as the provision of support for the sector.

(c) We also agree that the self-financing sector needs to be reformed to operate vibrantly alongside the publicly-funded sector. In this regard, the Government will work with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications to review its accreditation standards and practices, making reference to those of the publicly-funded sector, so that the self-financing sector is able to maintain a quality comparable to that of the public-funded sector and contribute to the vibrant development of Hong Kong's higher education.

The EDB is currently examining other recommendations of the report in detail, and will continue to liaise with the sector and other stakeholders regarding further follow-up actions.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3351)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

(a) The list of government-funded kindergarten support programmes and University-school Support Programmes (USP) for non-Chinese speaking ("NCS") students in 2015/16, 2016/17, 2017/18, and 2018/19 including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of kindergartens supported, the percentage of these kindergartens among all kindergartens with NCS students, the number of NCS students supported by the programme, the number of schools involved, the percentage of these kindergarten school children among all NCS kindergarten school children, and the amount of funding allotted;

(b) The list of government-funded primary school support programmes and University-school Support Programmes (USP) for NCS students in 2015/16, 2016/17, 2017/18, and 2018/19 including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of primary schools supported, the percentage of these primary schools among all primary schools with NCS students, the number of NCS students supported by the programme, the number of schools involved, the percentage of these NCS students among all NCS primary school students, and the amount of funding allotted;

(c) The list of government-funded secondary school support programmes and University-school Support Programmes (USP) for NCS students in 2015/16, 2016/17, 2017/18, and 2018/19 including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of secondary schools supported, the percentage of these secondary schools among all secondary schools with NCS students, the number of NCS students supported by the programme, the number of schools involved, the percentage of these NCS students among all NCS secondary school students, and the amount of funding allotted;

(d) Will the EDB share the evaluations of the above-mentioned programmes? If evaluations have not been conducted, how does the EDB monitor the effectiveness of these programmes? Does the EDB have a list of indicators to evaluate the programmes? How is the students' progress tracked?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 51)

Reply:

The list of government-funded support programmes for non-Chinese speaking (NCS) students implemented by institutions in the 2015/16, 2016/17, 2017/18 and 2018/19 school years and related information are provided below. As the support programmes have different objectives, target groups, durations, funding arrangements and enrollment arrangements, information such as the number of students/schools supported by school levels and the related percentage figures is not readily available.

Name of programme and institution	Target participants	Goal and nature	Number of students supported in the 2015/16, 2016/17, 2017/18 and 2018/19 school years	Expenditure[#] ($ million)			
				2015/16	2016/17	2017/18	2018/19*
Chinese Language Learning Support Centres 2015/16, 2016/17 and 2017/18 school years The University of Hong Kong (HKU) 2018/19 school year HKU School of Professional and Continuing Education	NCS students in primary and secondary schools	To offer remedial programmes after school hours and during holidays at the Chinese Language Learning Support Centres for those NCS students who have a late start in learning the Chinese language	About 970 (2015/16) About 1 060 (2016/17) About 720 (2017/18) About 810 (2018/19)	3.7	3.9	4.7	3.3

Name of programme and institution	Target participants	Goal and nature	Number of students supported in the 2015/16, 2016/17, 2017/18 and 2018/19 school years	Expenditure[#] ($ million)			
				2015/16	2016/17	2017/18	2018/19*
District-based Project on Supporting NCS Children in Learning Chinese The Hong Kong Christian Service and the HKSKH Lady MacLehose Centre	NCS students aged 3 to 9 in localities with a greater concentration of NCS children	To motivate NCS students to learn Chinese through fun activities such as games and creative arts, etc.	About 400 per year	2.4	1.2	1.7	4.3
Pilot Project on Providing Career-related Experience for NCS Students in Secondary Schools Caritas – Hong Kong	NCS students attending senior secondary class levels	To provide career-related experience for NCS students in secondary schools through trial run programmes	About 600 per year	1.9	2.4	2.0	Not applicable (The project was implemented up to the 2017/18 school year)
Programme on Providing Life Planning Education Services for NCS Students in Secondary Schools Caritas – Hong Kong	NCS students attending secondary schools	To arrange career exploration activities and work experience opportunities for NCS students and provide training for the parents and teachers concerned	About 310 (2018/19)	Not applicable (The programme was launched in the 2018/19 school year)			0.7

Name of programme and institution	Target participants	Goal and nature	Number of students supported in the 2015/16, 2016/17, 2017/18 and 2018/19 school years	Expenditure[#] ($ million)			
				2015/16	2016/17	2017/18	2018/19*
University-school Support Programmes (USP) HKU, The PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University	Kindergartens/ primary schools admitting NCS students which have applied for these support programmes	To provide school-based professional support for schools to enhance teachers' capacity in teaching NCS students Chinese	The USP are provided at school level and the number of students supported is not available	8.5	15.5	4.1	5.5

Rounded up to 1 decimal place

* Estimated figure

Evaluation and monitoring of the above government-funded support programmes is conducted by various means, such as observations, meetings with service providers and reports submitted by service providers. The EDB will continue to review the programmes to ensure that they best suit the needs of participants.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3354)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will enhance the subsidy for kindergartens joining the kindergarten education scheme and admitting non-Chinese speaking (NCS) students by providing tiered subsidies for these kindergartens based on the number of NCS students admitted starting from the 2019/20 school year. In this connection, would the EDB advise this Committee of:

1. the average subsidy level per student; and

2. details on the provision of "tiered subsidies".

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 54)

Reply:

(1) and (2)
At present, for kindergartens (KGs) joining the KG education scheme (Scheme), those admitting 8 or more non-Chinese speaking (NCS) students are provided with an additional grant comparable to the mid-point salary of the recommended salary range for 1 KG teacher. Starting from the 2019/20 school year, a 5-tiered subsidy will be provided for KGs joining the Scheme according to the number of NCS students admitted. KGs admitting 1 NCS student will also receive the subsidy and the subsidy for the highest tier will be a double of the current level. Details are as follows:

Tier	Number of NCS students	Subsidy amount
1	1 to 4	New cash grant of $50,000 per year
2	5 to 7	New subsidy at a rate of 0.5 KG teacher
3	8 to 15	Subsidy at a rate of 1 KG teacher (i.e. the current arrangement)
4	16 to 30	Increased subsidy at a rate of 1.5 KG teachers
5	31 or more	Increased subsidy at a rate of 2 KG teachers

As we provide subsidies on a tier basis, it is not applicable to calculate an average subsidy rate.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3357)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the initiative to "provide additional resources under a three-tier structure to public sector ordinary primary schools admitting non-Chinese speaking students with special educational needs", please inform this Committee of the following:

(1) The details of the additional resources; and

(2) Will the effectiveness of the initiative be reviewed? If yes, when will it be reviewed? If no, what are the reasons?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 57)

Reply:

(1) and (2)

The Education Bureau (EDB) has all along been committed to facilitating non-Chinese speaking (NCS) students' early adaptation to the local school system and integration into the community, and enhancing their learning effectiveness through different support measures. At the same time, the EDB has been providing public sector mainstream schools with additional resources, professional support and teacher training, while encouraging schools to support students with special educational needs (SEN) through the 3-tier Intervention Model. To further support NCS students with SEN to adjust to school life and make smooth transition through different learning stages, the EDB will provide additional resources under a three-tier structure to public sector mainstream primary and secondary schools admitting NCS students with SEN starting from the 2019/20 school year. The additional resources provided will enable schools to employ teaching assistants to assist teachers in designing activities and teaching materials, procure translation services, or provide the students concerned with social and emotional management training, etc. in order

to strengthen emotional, communication and social support. The EDB will provide schools with a grant per year calculated on the basis of the number of NCS students with SEN under a three-tier structure, i.e. $100,000 for 1 to 9 students, $200,000 for 10 to 25 students, and $300,000 for 26 or more students. In subsequent school years, the grant rates will be adjusted annually according to the change in the Composite Consumer Price Index. The EDB will keep the implementation and effectiveness of various support measures (including the above measure) under review, and will make improvements when necessary.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3374)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the wastage rate of special education teachers, please advise of the following:

(1) whether there are any improvement measures to address the issue given that this year's wastage rate is expected to be similar to that of last year; if yes, the details; if no, the reasons; and

(2) whether there are sufficient special education teachers to make up for the wastage; if yes, the details; if no, the reasons for insufficiency.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 72)

Reply:

(1) and (2)

In recent years, local teacher education universities have included modules related to special education or catering for students with special educational needs (SEN) in their pre-service teacher training courses to enhance prospective teachers' understanding of the principles of special education and equip them with the knowledge and skills in catering for students with SEN. It can also enable those prospective teachers interested in and aspiring to special education to apply for teaching posts in special schools in the future. The Education Bureau (EDB) has all along provided support to help special school teachers build their capability and enhance their professional competence. For example, we have collaborated with tertiary institutions to deliver professional development programmes for special school teachers to strengthen teacher training. We have also organised professional sharing activities, workshops and seminars to enhance professional exchanges among special school teachers. In addition, the EDB has continuously deployed resources in special education and implemented relevant enhancement measures to improve the quality of education. In

recent years, we have improved the ratios of graduate teacher posts in special schools to attract more talents to join the teaching force of special schools. We have also provided special schools with additional teaching and non-teaching staff and have been reducing progressively the class size of various types of special schools so as to allow teachers more capacity to engage in school-based curriculum development, lesson preparation and other professional activities. We will continue to strengthen special school teachers' sense of satisfaction in teaching and belonging to special schools through various measures in order to attract and retain talents for special education.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4264)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the admission of non-Chinese speaking (NCS) students under Free Quality Kindergartens Education Scheme and additional funding support for NCS students, will the government inform the council:

The number of kindergartens under the Free Quality Kindergartens Education Scheme or the previous Pre-primary Education Voucher Scheme admitting specific number of NCS students from 2015/16 to 2018/19 school years disaggregated by district in the following tabular format:

	Number of kindergartens with specific number of NCS students							Total number of NCS students in the district
District	0	1-3	4-7	8-15	16-25	26-50	51 or above	

The number of kindergartens under the Free Quality Kindergartens Education Scheme or the previous Pre-primary Education Voucher Scheme admitting specific percentage of NCS students of the total student population from 2015/16 to 2018/19 school years disaggregated by district in the following tabular format:

	Number of kindergartens with specific percentage of NCS students										Percentage of NCS students in the district
District	0%	1%-3%	4%-7%	8%-15%	16%-25%	26%-50%	> 50%	>60%	>70%	80% or above	

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 3)

Reply:

The number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) in the 2015/16 and 2016/17 school years and under the KG education scheme (Scheme) in the 2017/18 and 2018/19 school years, with the number of non-Chinese speaking (NCS) students ranging from "0", "1 to 7", "8 to 25", "26 to 50" and "51 or above", are tabulated at Appendix 1; the percentage share of NCS students out of the total number of students in the KGs is tabulated at Appendix 2. As only 1 to 2 KGs in some districts have admitted a certain number/percentage of NCS students, providing the number of KGs with a breakdown by the above-mentioned number/percentage of NCS students and by district may cause unnecessary misconception and possible labelling on schools in individual districts. We have been adopting a prudent approach and adhering to the established practice of not disclosing information about the admission of NCS students by KGs in different districts by number/percentage of NCS students. We will continue to gauge further views from the sector with a view to releasing more information relating to support for NCS students as far as practicable.

Number of KGs under the PEVS in the 2015/16 and 2016/17 school years and under the Scheme in the 2017/18 and 2018/19 school years (by number of NCS students ranging from "0", "1 to 7", "8 to 25", "26 to 50" and "51 or above")

School year	Number of NCS students admitted					Total number of of NCS students
	0	1-7	8-25	26-50	51 or above	
	Number of KGs					
2015/16	356	262	73	16	25	4 918
2016/17	351	261	88	18	27	5 165
2017/18	357	232	115	22	22	5 274
2018/19	344	257	110	20	22	5 313

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. The total number of NCS students is calculated on the basis of KGs joining the PEVS/the Scheme.

Number of KGs under the PEVS in the 2015/16 and 2016/17 school years and under the Scheme in the 2017/18 and 2018/19 school years (by percentage of NCS students out of the total number of students in a KG)

School year	Percentage of NCS students in a KG										Percentage of NCS students
	0%	>0%-10%	>10%-20%	>20%-30%	>30%-40%	>40%-50%	>50%-60%	>60%-70%	>70%-80%	>80%	
	Number of KGs										
2015/16	356	316	24	11	5	5	2	3	3	7	3.5%
2016/17	351	328	25	13	6	8	1	4	2	7	3.7%
2017/18	357	311	37	11	12	3	3	4	2	8	3.8%
2018/19	344	324	37	12	12	4	5	5	2	8	4.0%

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. The percentage of NCS students is calculated on the basis of KGs joining the PEVS/the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4279)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government please list out and provide information on the programmes and courses related to the teaching and learning of NCS students in the past 4 years, from early childhood education diploma to graduate programmes. For each institution, provide the following information:

Name of programme/course
Commencement year of programme/course
Total amount of funding provided by the government for the programme/course
Type/level of programme/course
Mode of teaching (full-time/part-time)
Target group (pre-service and/or in-service teachers)
Target level of education (non-specific, pre-primary, primary, secondary, others)
Frequency (e.g. annually, quarterly, etc.)
Duration of programme/course
Mode of programme/course fee (e.g. funding, re-imbursement at completion etc.)
Programme/ course fee
Amount of tuition fee subsidy by the government
Admission quota for each batch
Accumulative number of applicants as of March 2018
Accumulative number of enrolled students as of March 2018
Accumulative number of graduates as of March 2018

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 19)

Reply:

Teacher education universities in Hong Kong enjoy institutional autonomy in curriculum planning and development. Therefore, the Government and the University Grants Committee (UGC) do not require teacher education universities to provide information on their programmes in respect of specific theme (e.g. supporting non-Chinese speaking (NCS) students).

To our knowledge, teacher education universities now offer training programmes related to the teaching of Chinese to NCS students. For example, the Education University of Hong Kong (EdUHK) offers Teaching Chinese as an International Language as a minor under their Bachelor of Education (Honours) (Chinese Language) and also offers a UGC-funded Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students. From the 2016/17 school year onwards, the EdUHK has been offering the part-time Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children, a UGC-funded part-time top-up programme, and started offering the part-time Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Children in the 2017/18 school year. Given the diversified modes of the programmes concerned (including having the expenditure subsumed under the overall subventions to the UGC, operating as self-financing programmes, etc.), we do not have detailed information on these programmes.

As for training for in-service teachers, the Education Bureau commissioned tertiary institutions and other organisations to organise thematic training activities related to the teaching of Chinese to NCS students for serving teachers from kindergartens, primary schools and secondary schools to join according to their needs. Amongst these activities, we commissioned a tertiary institution to offer kindergarten teachers a basic training programme on supporting NCS children in learning Chinese from the 2017/18 school year onwards. The actual expenditure in the 2017/18 school year and the estimated expenditure in the 2018/19 school year are $1.4 million and $1.45 million respectively (Note: The estimated expenditure in the 2018/19 school year includes a supply teacher grant launched in the same academic year to facilitate kindergartens in arranging teachers to participate in related courses).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4280)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has set up a School-based Support (Kindergarten) Section to design and deliver professional support for kindergarten. Please provide the below information on the projects to support non-Chinese speaking (NCS) students that the Section conducted from 2015/16 to 2018/19 school year.

Name of NCS Project	No. of schools joined/ covered in the project	No. of beneficiaries (NCS students)	Total project expenditure ($)	Project description	List of publications (if applicable)	Whether or not the publications are public; if yes, how; if not, why

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 20)

Reply:

Details of the support services for kindergartens (KGs) admitting non-Chinese speaking (NCS) students provided by the School-based Support (Kindergarten) Section under the Education Bureau (EDB) for the school years from 2015/16 to 2018/19 are as follows:

Name of programme	Number of schools joining/ covered in the programme	Number of beneficiaries (NCS students)	Total expenditure of the programme ($)	Programme description	List of publications (if applicable)	Whether or not the publications are made public; if yes, how; if no, why
School-based support services	For the school years from 2015/16 to 2018/19, the numbers of KGs joining the related support services were 55, 58, 66 and 69 respectively.	Not applicable (target service users are schools)	The relevant manpower resources and expenses are subsumed under the overall expenditure of the EDB and therefore a breakdown of expenditure by item is not available.	Through on-site professional support services, enhancing teachers' professional knowledge about taking care of NCS students, helping KGs create an inclusive and harmonious learning environment, and enabling NCS students to learn language in an authentic language context; through the building of the school networks, promoting professional exchanges among KGs, enhancing the effectiveness of learning and teaching, and facilitating a smooth transition to primary schooling for NCS students.	A book titled《少數族裔兒童之從「會學」到「學會」》which includes the experience and knowledge gathered has been compiled.	Available on the EDB website for KGs' reference.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4281)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under the Quality Review (QR) mechanism of kindergartens (KGs), a review team will assess whether the KG has met the prescribed standards according to the Performance Indicators (Pre-primary Institutions). Please provide the details of the quality review details:

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of KGs visited by the review team					
Number of KGs visited by the review team with NCS students					
Average number of staff in the review team per visit					
Number of QR reports that mentioned the progress and performance of NCS students					
Expenditure spent on QR					

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 21)

Reply:

The kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year, and prior to this, the Pre-primary Education Voucher Scheme was implemented. All KGs participating in these 2 schemes are subject to the Quality Assurance (QA) Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the Education Bureau (EDB). Both SSE and QR are conducted on the basis of performance

indicators (PIs). To further strengthen the QA Framework under the Scheme, we have completed the refinement of the PIs. On the other hand, we also involve external independent members in the QR team as external observers. In the 2018/19 and 2019/20 school years, we will pilot the inclusion of serving KG principals as external observers to further enhance transparency.

From the 2013/14 to 2017/18 school years, we conducted QR for 108, 114, 123, 128 and 135 KGs respectively. Each review team consists of 2 to 3 inspectors, depending on the scale of the KG concerned. Review teams make professional judgement on the overall school performance. Regarding the support for non-Chinese speaking students, holistic judgement is made under catering for students with diverse needs. Hence, a breakdown of relevant figures is not available. As regards the expenditure on QR, since the 2013/14 school year, external observers as afore-mentioned have been recruited to join some QR visits and we have progressively increased the number of QR visits with their participation. These external independent members for QR are provided with honoraria, and the relevant expenditure involved from the 2013/14 to 2017/18 school years was $40,000, $70,000, $100,000, $160,000 and $200,000 respectively. All other assessment-related tasks involved in QR are conducted by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB, and therefore a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4282)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list out the number of support programmes (including development of curriculum, and teaching and learning materials, after-school support) implemented or funded by the government for kindergartens (KGs) admitting NCS students from 2015/16 to 2018/19 school year.

Institution/ organisation in-charge	Name of project	List of partner institutions/ organisations	Source of funding (government department)	Budget ($)	Duration	Start date	Project description	No. of KGs benefited	No. of NCS students benefited

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 22)

Reply:

In the past 4 years (2015/16, 2016/17, 2017/18 and 2018/19 school years), the Hong Kong Christian Service and the Hong Kong Sheng Kung Hui Lady MacLehose Centre, financed by the Education Bureau's Language Fund, organised a 24-month "District-based Project on Supporting Non-Chinese Speaking Children in Learning Chinese" for non-Chinese speaking (NCS) children aged 3 to 9 in the territory, motivating them to learn Chinese through fun activities such as visits, games and creative art. The expenditures involved in the 2015/16, 2016/17, and 2017/18 school years were $2.4 million, $1.2 million and $1.7 million respectively, and the estimated expenditure for the 2018/19 school year is $4.3 million. About 400 NCS children benefited from the project each school year and about half of them

were NCS children studying in kindergartens. In addition, the University of Hong Kong implemented 2 projects (one lasted for 2 years and the other lasted for 1 year and 7 months) under the University-School Support Programmes financed by the Education Development Fund to provide kindergartens and primary schools with school-based professional support to enhance teachers' capabilities in teaching Chinese to NCS children. In the 4 years mentioned above, the numbers of kindergartens receiving such support are 14, 11, 20 and 20 respectively. As the projects support both kindergartens and primary schools at the same time, a breakdown of expenditure for kindergartens is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5045)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How much funding has been allocated in total by the Government for promoting sex education in schools and providing teachers with related training in the past 5 years?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 112)

Reply:

As part of values education, sex education is included in the curricula of Key Learning Areas, subjects and moral and civic education of primary and secondary schools. To support the implementation of values education (including sex education) in schools, the Education Bureau (EDB) has been organising professional development programmes on a range of themes, such as "How to Promote Sex Education Effectively in Primary/Secondary Schools", "Mass Media, Gender Role and Gender Equality Education" and "Gender Equality Education and Prevention of Sexual Harassment and Dating Violence", for both principals and teachers to enhance their professional knowledge and skills. In addition, the EDB has been providing schools with various learning and teaching (L&T) resources and developing different life event exemplars, such as "dating and falling in love", "traps in making friends via mobile apps" and "public display of affection", with a view to helping teachers deepen students' understanding of related topics and nurture in them moral values as well as proper attitude and behaviour through learning activities such as discussion, sharing and reflection. Schools may flexibly deploy the annual Operating Expenses Block Grant or Expanded Operating Expenses Block Grant to promote values education (including sex education). The relevant manpower resources and expenses incurred in developing the L&T resources and organising professional development programmes are subsumed under the recurrent expenditure of the EDB, and therefore a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5455)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Chinese Language Curriculum Second Language Learning Framework (Learning Framework) was launched over 4 years ago. In this connection, please provide the following information:

(1) How will the Education Bureau (EDB) formulate the related performance indicators and assessment approaches? Will it consult with and listen to ethnic-minority parents, ethnic-minority service providers and Chinese Language teachers? If yes, what are the details? If no, what are the reasons?

(2) How many non-Chinese speaking (NCS) students have been able to bridge over to mainstream Chinese Language classes so far? By the EDB's estimation, how many more years does it take for the majority of NCS children born and raised in Hong Kong to be able to bridge over to mainstream Chinese Language classes?

(3) Will the EDB develop and publish a comprehensive curriculum (Primary 1 to Secondary 6) and teaching materials for the Learning Framework? If yes, what are the details? If no, what are the reasons?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 200)

Reply:

(1) The "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") is a learning and teaching framework based on the mainstream Chinese Language curriculum and specially designed for teachers' use. Developed from the perspective of second language learners, the "Learning Framework" splits up the process of learning Chinese into "small steps" to facilitate teachers in planning school-based curriculum, adjusting teaching progress, adapting learning materials and formulating

learning and teaching strategies according to the learning progression of non-Chinese speaking (NCS) students, so as to help students overcome learning difficulties progressively. The Education Bureau (EDB) has consulted teachers and language experts when formulating the "Learning Framework", and will continue to collect views from various stakeholders on the "Learning Framework" and relevant support measures. At the curriculum level, the EDB has, through school visits and focus group interviews, solicited teachers' views on related curriculum documents, with a view to introducing refinements that could make the descriptions of learning outcomes under the "Learning Framework" more precise and concrete. The revised "Learning Framework" was uploaded onto the "Chinese Language Curriculum Second Language Learning Framework Dedicated Homepage" in January 2019 for teachers' reference and use. In parallel, the relevant assessment tools and teaching resources have been updated accordingly.

Besides, the EDB collects information on an ongoing basis to evaluate the effectiveness of its support measures and make refinements as necessary. Efforts include looking into the learning objectives, curriculum planning, instructional materials and teaching strategies adopted by schools, language proficiency and learning motivation of NCS students and other factors contributing to effective learning. At the same time, we also understand that the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, learning attitude of students, etc.).

(2) The EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results based on the "Chinese Language Assessment Tools for NCS Students" ("Assessment Tools") since the 2013/14 school year. According to the findings of the analysis in each of the school years from 2014/15 to 2017/18, the overall performance in reading and writing of NCS students studying at the same grade level varied considerably as their duration of and pace in learning Chinese were different. In brief, the findings show that NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course.

The "Assessment Tools" help schools assess the learning performance of their NCS students on an ongoing basis with reference to the expected learning outcomes across different levels of the "Language Framework". Whether NCS students can bridge over to mainstream Chinese Language classes and learn with their Chinese-speaking classmates at the same grade level is determined by relevant teachers' assessment. It is worth noting that all students, including NCS students, may experience ups and downs in their learning journey in primary and secondary schools. Teachers need to monitor NCS students' learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in their learning progress, if any, and facilitate their articulation to multiple pathways. When evaluating the effectiveness of the support measures concerned, EDB will not only focus on the number of NCS students who have bridged over or are expected to bridge over to mainstream Chinese Language classes in the context of individual schools. It has only been some 4 years since the implementation of the "Learning Framework" and other support measures in the 2014/15 school year. It takes time for these measures to take root and create a sustainable impact. It is expected that the Chinese proficiency of NCS

students (especially those who have started learning the Chinese language at kindergarten level) will improve progressively.

(3) In view of the diversified linguistic backgrounds and years of learning Chinese among NCS students, distinct differences exist in the starting points of learning Chinese and their learning progress. If standardised teaching materials with uniform phasic learning targets were to be introduced for all NCS students in Hong Kong, they will not only fail to address the realistic learning circumstances of NCS students, but also be in-effective in catering for their learning diversity.

As mentioned above, to cater for students' learning needs, teachers can make reference to the "Learning Framework" to set progressive learning targets, learning progress and expected learning outcomes, as well as adapt and develop teaching materials for NCS students with different starting points in learning Chinese and varying abilities.

The EDB will continue developing learning materials and teaching reference materials jointly with language and curriculum experts and school teachers. These teaching materials, covering primary and secondary Chinese Language curricula and different levels (i.e levels 1 to 8) under the "Learning Framework", have been uploaded onto the EDB website by phases for school teachers' reference and adoption. Schools may make adaptations to these materials with reference to their school-based curriculum in order to cater for the learning diversity of NCS students.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5720)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How much funding has been allocated in total by the Government for updating online sex education materials provided by government departments in the past 5 years?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 214)

Reply:

As a government department, the Education Bureau (EDB) has been providing a wide array of support (including online teaching materials) for the promotion of values education (including sex education) in schools so as to foster students' whole-person development. As part of values education, sex education is included in the curricula of Key Learning Areas, subjects and moral and civic education of primary and secondary schools. To support the implementation of values education (including sex education) in schools, the EDB has been organising professional development programmes on a range of themes, such as "How to Promote Sex Education Effectively in Primary/Secondary Schools", "Mass Media, Gender Role and Gender Equality Education" and "Gender Equality Education and Prevention of Sexual Harassment and Dating Violence", for both principals and teachers to enhance their professional knowledge and skills. In addition, the EDB has been providing schools with various learning and teaching (L&T) resources, including student worksheets and audio-visual teaching materials, and developing different life event exemplars, such as "dating and falling in love", "traps in making friends via mobile apps" and "public display of affection", with a view to helping teachers deepen students' understanding of related topics and nurture in them moral values as well as proper attitude and behaviour through learning activities such as discussion, sharing and reflection. The related L&T resources have been uploaded onto the EDB's webpage for teachers' reference. The expenditure involved in developing such resources are subsumed under the recurrent expenditures of relevant sections of the EDB. In addition, the EDB has commissioned the Family Planning Association of Hong Kong to produce sex education animation resources and lesson plans

which cover various topics for the 4 Key Stages (KSs). For example, “Gender Equality” and “Prevention of Sexual Abuse” for KS 1, “Sexual Harassment among Peers” and “Impacts of Browsing Online Pornography” for KS 2, “Mobile Apps and Social Networking Traps” and “Dating Violence” for KS 3, “Gender Stereotypes” and “Online Naked Chat” for KS 4, etc. Launched in 2015, the animation resources and lesson plans have been uploaded onto the EDB’s webpage and involved an expenditure of $470,000.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5727)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of full-time and part-time students and graduates of the Diploma Yi Jin programme in the past 5 financial years by age group (i.e. 15-19, 20-24, 25-29 and 30-39).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 221)

Reply:

The number of students of Diploma Yi Jin (DYJ) programme from 2013/14 to 2017/18 academic years is set out below:

Academic year	Number of Full-time Students	Number of Part-time Students [Note]	Total Number of Students
2013/14	4 597	1 164	5 761
2014/15	4 910	1 100	6 010
2015/16	4 235	1 126	5 361
2016/17	4 078	1 113	5 191
2017/18	4 099	1 153	5 252

The number of graduates of DYJ programme from 2013/14 to 2017/18 academic years is set out below:

Academic year	Number of Full-time Graduates	Number of Part-time Graduates [Note]	Total Number of Graduates
2013/14	3 100	652	3 752
2014/15	3 532	938	4 470
2015/16	2 922	1 007	3 929
2016/17	2 753	837	3 590
2017/18	2 673	1 016	3 689

The Education Bureau does not maintain figures on the age distribution of students of the DYJ programme.

Note: Part-time enrollment is presented in full-time-equivalent terms by dividing the product of the total part-time enrollment headcount and the contact hours of courses enrolled by part-time students by the total hours of study required for graduation under the DYJ programme, i.e. 600 hours.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5731)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the respective number of graduates having completed a full-time/part-time publicly funded or self-financing programme (diploma/certificate, sub-degree, bachelor's degree, master's degree) offered by institutions of the Vocational Training Council (VTC) (Institute of Professional Education And Knowledge, Hong Kong Institute of Vocational Education, Hong Kong Design Institute, International Culinary Institute, Hotel and Tourism Institute, Chinese Culinary Institute, Maritime Services Training Institute, Pro-Act by VTC, Youth College and Integrated Vocational Development Centre) in the past 5 years (disaggregated by age groups 15-19, 20-24, 25-29 and 30-39).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 225)

Reply:

The respective number of graduates having completed a full-time/part-time subvented or self-financed programme offered by the Vocational Training Council (VTC) in the past 5 years is set out below:

Institution	Type of Programme	Mode of Study	Subvention Mode	Number of Graduates (Note)				
				2013/14 Academic Year	2014/15 Academic Year	2015/16 Academic Year	2016/17 Academic Year	2017/18 Academic Year
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute	Higher Diploma/ Diploma of Foundation Studies/ Certificate	Full-time	Subvented	11 581	10 818	11 218	11 100	11 299
			Self-financed	7 340	5 761	5 360	4 026	3 886
		Part-time	Subvented	459	610	593	593	619
			Self-financed	1 620	1 528	1 584	1 368	1 117
Youth College	Diploma of Vocational Education/ Certificate of Vocational Education	Full-time	Subvented	2 187	2 294	2 392	2 599	2 245
		Part-time	Subvented	445	581	699	691	806
Hotel and Tourism Institute/ Chinese Culinary Institute/International Culinary Institute	Diploma/ Certificate	Full-time	Subvented	670	850	844	730	687
Maritime Services Training Institute	Certificate	Full-time	Subvented	55	52	57	59	106

Note: The VTC does not have information on the age distribution of the graduates. Furthermore, the Institute of Professional Education and Knowledge, Pro-Act by VTC and Integrated Vocational Development Centre mainly provide short courses and the VTC does not have the number of their graduates.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5733)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With reference to the existing categorisation of disciplines under the Earn and Learn Scheme of the Vocational Training Council, please set out information of service users by age group (15-19, 20-24 and 25-29) in the past 5 financial years.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 227)

Reply:

The Government has implemented the Pilot Training and Support Scheme (the Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year. Under the collaboration between the Government and participating industries, the Scheme has integrated structured apprenticeship training with clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. As at 28 February 2019, the Scheme has benefited more than 4 600 trainees. The number of trainees admitted to the Scheme by age group (15-19, 20-24 and 25-29) in each year is set out below:

Programmes	2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year[(note)]
	Age Group				Age Group				Age Group				Age Group				
	15-19	20-24	25-29	30 or over	15-19	20-24	25-29	30 or over	15-19	20-24	25-29	30 or over	15-19	20-24	25-29	30 or over	
Electrical & Mechanical Engineering and Construction	212	69	3	1	478	354	41	14	535	379	67	7	540	442	81	23	848
Testing and Certification	-	-	-	-	12	7	1	1	5	7	2	1	3	8	1	1	2
Medical Centre Operations	-	-	-	-	-	-	-	-	10	2	-	-	2	2	-	-	5
Watch and Clock	-	-	-	-	11	1	-	-	6	3	1	-	2	3	-	-	5
Printing	-	-	-	-	6	1	-	-	6	1	-	-	9	-	-	-	7
Automobile	-	-	-	-	69	12	-	-	74	36	3	1	77	50	8	1	76
Aviation	-	-	-	-	-	-	--	-	-	-	-	-	-	-	-	-	25
Total	**285**				**1008**				**1146**				**1253**				**968**

Note: Figures for the 2018/19 academic year are provisional (as at 28 February 2019) and a breakdown by age group is not available at this stage.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5734)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of applications received and approved under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in the past 2 financial years.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 228)

Reply:

In the 2017/18 and 2018/19 academic years, the respective number of applicants and subsidy recipients under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies is as follows:

2017/18 academic year		**2018/19 academic year**	
No. of applicants	**No. of recipients**	**No. of applicants**	**No. of recipients**
20 392	20 268	16 661	16 647

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5735)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective number of applications received and approved under the Study Subsidy Scheme for Designated Professions/Sectors in the past 4 financial years.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 229)

Reply:

Subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) are allocated mainly through the Joint University Programmes Admissions System (JUPAS). The number of applications for admission to the first year of designated programmes under SSSDP through JUPAS and the number of students admitted to subsidised degree programmes from the 2015/16 to 2018/19 academic years are as follows:

Academic year	Number of applications for admission to subsidised programmes through JUPAS*	Number of students admitted to subsidised degree programmes #
2015/16	56 912	913
2016/17	62 519	991
2017/18	57 857	974
2018/19	102 013	1 817

* Figures are based on the information available on JUPAS website in March 2019. Each JUPAS applicant may select a maximum of 20 programme choices from amongst the programmes offered by the 9 JUPAS participating institutions and the institutions under SSSDP. Irrespective of their priority of programme choices, a programme choice will be counted as 1 application.

\# Figures cover admissions through JUPAS and admissions through direct applications to institutions.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5757)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What were the costs of building a standard school in the past 3 years?

(Please set out in details the construction cost, renovation cost, expenditure on procurement of supplies and other incidental expenses.)

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 251)

Reply:

The project cost of each school building project is affected by a number of factors and cannot be generalised. From 2016-17 to 2018-19, a total of 5 public sector primary and secondary school building projects were approved by the Finance Committee (FC) of the Legislative Council. The approved project estimates for these school building projects are provided in the table below for reference.

Project	Financial Year in which Funding was Approved	Project Title	Approved Project Estimate ($million) [1]		Construction Cost [2] ($ million)	Furniture and Equipment Cost [3] ($ million)	Other Costs [4] ($ million)
			In money-of-the-day (MOD) prices [5]	Adjusted to September 2018 price level	Adjusted to September 2018 price level	Adjusted to September 2018 price level	Adjusted to September 2018 price level
1.	2016-17	A 30-classroom secondary school at Site 1A-2, Kai Tak development	446.7	359.5	303.3	5.8	50.4
2.	2016-17	A 30-classroom primary school at Site KT2b, Development at Anderson Road, Kwun Tong	351.1	282.3	238.7	2.6	41.0
3.	2017-18	A 30-classroom primary school at Tonkin Street, Cheung Sha Wan	345.5	280.3	252.5	2.3	25.5
4.	2018-19	First 30-classroom primary school at Queen's Hill, Fanling	386.1	334.8	289.4	Borne by the school sponsoring body (SSB)	45.4
5.	2018-19	Second 30-classroom primary school at Queen's Hill, Fanling	386.6	335.2	289.7	Borne by the SSB	45.5

Notes:

(1) The approved project estimate is the sum of construction cost, furniture and equipment cost (if applicable) and other costs.

(2) Construction cost covers that for foundation, building, building services, fitting-out, drainage and external works.

(3) Under the prevailing mechanism, the Government is responsible for the furniture and equipment cost for reprovisioning/redevelopment projects for existing ordinary public sector schools, while that for a newly set up ordinary public sector school is borne by the SSB concerned.

(4) Other costs generally cover consultants' fees, remuneration of resident site staff and contingencies.

(5) When seeking funding approvals from the FC for public works projects, the project estimates are in MOD prices. As the funding for the school building projects tabulated above were approved in different financial years, project estimates adjusted to September 2018 price level are also provided for reference.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5962)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many teachers completed the special education training programmes in the past 3 years? What were the expenditures involved?

Among the teachers who have completed the special education training programmes, how many of them are teaching in ordinary schools and how many of them are teaching in special schools?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 256)

Reply:

To enhance the professional capacity of teachers in supporting students with special educational needs, the Education Bureau has been providing serving teachers with structured training courses pitched at the Basic, Advanced and Thematic levels (BAT Courses) since the 2007/08 school year. The number of public sector mainstream primary and secondary school teachers and special school teachers having completed the BAT Courses and the actual expenditure on the BAT Courses from the 2015/16 to 2017/18 school years are set out in Table (1) and Table (2) respectively:

Table (1)

Course	2015/16			2016/17			2017/18		
	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools
Basic	221	364	7	259	444	4	283	406	7
Advanced	109	147	6	129	197	3	157	152	4
Thematic	201	250	14	204	248	25	217	270	27

Table (2)

Course	Actual Expenditure ($ million)		
	2015/16	2016/17	2017/18
Basic	8.3	10.4	10.3
Advanced	12.6	16.3	15.5
Thematic	24.2	25.3	27.9
Total	45.1	52.0	53.7

Starting from the 2012/13 school year, we have been organising the Training Course for Special School Teachers (TCSST) specifically for serving special school teachers. The number of special school teachers having completed the TCSST and the related actual expenditure from the 2015/16 to 2017/18 school years are as follows:

	2015/16		2016/17		2017/18	
TCSST	Number of teachers	Actual Expenditure ($ million)	Number of teachers	Actual Expenditure ($ million)	Number of teachers	Actual Expenditure ($ million)
	29	3.5	36	4.5	31	3.9

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5966)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Pre-primary Education Voucher Scheme, what were the number of applicants, number of users in each of the 18 districts, and total expenditure involved in the past 3 years?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 260)

Reply:

Applications for joining the Pre-primary Education Voucher Scheme (PEVS) are made on a family basis. A family with more than 1 child applying for the Voucher in the same school year should submit 1 application only. Normally, the Voucher is valid for 3 years. Starting from the 2017/18 school year, new applications for joining PEVS are no longer accepted as the new kindergarten education scheme (KG Scheme) was launched in that school year to replace PEVS. In the 2016/17 school year, there were about 55 030 applications for joining PEVS.

The number of students under PEVS (by District Council district) in the past 3 school years (i.e. 2016/17 to 2018/19 school years) is tabulated in Appendix 1.

The expenditure on PEVS from 2016-17 to 2018-19 is tabulated in Appendix 2.

Number of students under PEVS from the 2016/17 to 2018/19 school years (by District Council district)

District	2016/17	2017/18	2018/19 (Provisional)
Central & Western	4 603	153	70
Wan Chai	2 480	248	130
Eastern	8 646	559	280
Southern	2 530	0	0
Sham Shui Po	8 510	0	0
Yau Tsim Mong	4 709	118	50
Kowloon City	8 676	116	60
Wong Tai Sin	6 997	0	0
Kwun Tong	11 785	163	0
Tsuen Wan	6 137	0	0
Tuen Mun	12 097	0	0
Yuen Long	15 828	0	0
North	11 269	0	0
Tai Po	5 203	92	50
Sha Tin	11 363	0	0
Sai Kung	6 774	0	0
Islands	2 609	0	0
Kwai Tsing	9 697	0	0
Total	139 913	1 449	640

Expenditure on PEVS from 2016-17 to 2018-19

	2016-17 ($ million) (actual)	2017-18 ($ million) (actual)	2018-19 ($ million) (revised estimate)
Expenditure on PEVS (Note)	3,194.0	1,126.9	21.1

Note: Figures in 2017-18 reflect the expenditure on PEVS before the implementation of the KG Scheme (i.e. from April 2017 to August 2017), and the expenditure under the transitional arrangements for 7 and 6 KGs joining PEVS in the 2016/17 school year but not joining the KG Scheme in the 2017/18 and 2018/19 school years respectively. Eligible students studying in these KGs who remain in the eligible classes under PEVS will continue to receive the voucher subsidy under PEVS until they leave the KGs concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5968)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 3 years, how many students attending ordinary schools in each district had been assessed as having special needs? What are their types of special educational needs? What is the age distribution (every 6 years as a group starting from the age of 6)?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 262)

Reply:

The Education Bureau (EDB) has kept information on students with special educational needs (SEN) by school level and SEN type but not by age group. The number of students with SEN studying in public sector mainstream primary and secondary schools by school level and by SEN type in the past 3 years (from the 2016/17 to 2018/19 school years) is set out at the Appendix. With increased awareness of SEN among schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

As provision of support services for students with SEN does not have relationship with the district in which they live or study, breaking down the number of students with SEN by district is not meaningful. Hence, we have not compiled such figures.

Appendix

**Number of students with special educational needs (SEN)
studying in public sector mainstream primary and secondary schools
by school level and by SEN type from the 2016/17 to 2018/19 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	Mental Illness
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520	-
	Secondary	11 260	910	2 800	5 090	190	80	350	350	-
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430	-
	Secondary	11 460	830	3 280	5 860	170	70	340	370	-
2018/19	Primary	10 370	760	5 690	5 110	110	40	360	2 510	60
	Secondary	11 430	830	3 840	6 780	150	60	310	360	310

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on the students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5970)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 3 years, how many students attending ordinary schools in each district were waiting for special needs assessment? What is the age distribution (every 6 years as a group starting from the age of 6)?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 264)

Reply:

The Education Bureau (EDB) has put in place the Early Identification and Intervention Programme for Primary One (P1) Students with Learning Difficulties (EII Programme) in all public sector primary schools for the early identification of P1 students suspected of having learning difficulties. Under the EII Programme, the EDB provides teachers with training and tools. Through the completion of the "Observation Checklist for Teachers", teachers identify as early as possible P1 students with learning difficulties and arrange early intervention for them. Schools will also collaborate with the parents on homework and assessment accommodation, and monitoring of the students' learning progress for adjustment to intervention measures. For students showing severe or persistent learning difficulties despite the intervention rendered, schools will refer them to school-based educational psychologists (EPs) or other professionals for assessment. In the past 3 school years from 2015/16 to 2017/18, on average about 80% of the cases (including primary and secondary school cases) referred to EPs were assessed within 2 months, and about 10% within 2 to 3 months. Some cases with a longer waiting time for assessment were due to special circumstances. For example, there were cases where parents requested to defer the assessment and cases in which assessment had to be held up pending the students' medical treatment. The EDB does not maintain information on the number of students with special educational needs waiting for assessment.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5973)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 3 years, how many schools in each of the 18 districts have applied for the Learning Support Grant for the provision of tier-1 support? What was the total provision? What were the types of special educational needs involved? What was the age distribution (in age groups of 6 years each, starting from age 6)?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 267)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention, has been providing schools with additional resources (including the Learning Support Grant), professional support and teacher training. All schools are requested to adopt the Whole School Approach to support students with SEN through the 3-tier Intervention Model, taking into account their support needs. Under the 3-tier Intervention Model, tier-1 support refers to early identification and the use of quality teaching in the regular classroom to cater for the diverse learning and adjustment needs of all students, including those identified with mild or transient learning or adjustment difficulties, at an early stage. Teachers will apply their professional knowledge and skills in providing students with tier-1 support. Basically, all students can benefit from tier-1 support and submission of information about these students to the EDB is not required. No additional resources will be provided to schools in this regard.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5976)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 3 years, how many schools in each of the 18 districts have applied for the Learning Support Grant for the provision of tier-2 support? What was the total provision? What were the types of special educational needs involved? What was the age distribution (in age groups of 6 years each, starting from age 6)?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 270)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention, has been providing schools with additional resources (including the Learning Support Grant), professional support and teacher training. All schools are requested to adopt the Whole School Approach to support students with SEN through the 3-tier Intervention Model, taking into account their support needs. Under the 3-tier Intervention Model, tier-1 support refers to early identification and the use of quality teaching in regular classroom to cater for the diverse learning and adjustment needs of all students, including those identified with mild or transient learning or adjustment difficulties, at an early stage. Teachers will apply their professional knowledge and skills in providing students with tier-1 support. Basically, all students can benefit from tier-1 support and submission of information about these students to the EDB is not required. No additional resources will be provided to schools in this regard. Tier-2 support refers to additional support/provision of "add-on" intervention, such as small group learning, after-school tutorials and pull-out programmes for students with persistent learning or adjustment difficulties. Tier-3 support refers to individualised intensive support, including the drawing up of individual education plan, for students with persistent and severe learning or adjustment difficulties.

When providing additional resources, the EDB takes into account various parameters, such as the number of students with SEN in schools, and the tier of support they require. Based on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy the LSG and other school resources flexibly and holistically. Besides, the tier of support for students with SEN is subject to upward or downward adjustment from time to time, depending on the performance of the students and the support they require at different times, the distribution of students under the 3-tier Intervention Model may change accordingly. Hence, the overall concept of the LSG is not about applying for and then using the LSG on students who require a specific tier of support. To provide a full picture on the provision of LSG to schools, the number of public sector mainstream primary and secondary schools provided with the LSG and the total expenditure in the past 3 years (2016/17 to 2018/19 school years) are set out in Table 1 of Appendix 1. The number of public sector mainstream primary and secondary schools having students requiring tier-2 support for whom LSG has been provided in the past 3 years (2016/17 to 2018/19 school years) is set out in Table 2 of Appendix 1. Since the provision of additional resources does not have relationship with the districts in which the schools locate, a breakdown of the provision by district is not available.

The number of students with SEN studying in public sector mainstream primary and secondary schools by school level and by SEN type from the 2016/17 to 2018/19 school years is set out at Appendix 2. The EDB maintains information of students with SEN by grade level and by SEN type. We do not maintain information of such students by age group.

Table 1: Number of public sector mainstream primary and secondary schools provided with the Learning Support Grant (LSG) and the total provision from the 2016/17 to 2018/19 school years

		2016/17	2017/18	2018/19
Primary School	No. of schools	314	355(Note)	381(Note)
	Total provision ($ million)	262.4	280.9	308.8
Secondary School	No. of schools	382	385	385
	Total provision ($ million)	276.6	308.7	337.5

Table 2: Number of public sector mainstream primary and secondary schools having students requiring tier-2 support for whom LSG has been provided from the 2016/17 to 2018/19 school years

No. of schools	2016/17		2017/18		2018/19	
	Primary School	Secondary School	Primary School	Secondary School	Primary School	Secondary School
	313	380	346	384	381	384

Note:
Starting from the 2017/18 school year, the LSG covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. As schools adopting IRTP and IE Programme will also have students with mental illness for whom LSG has been provided, there is a significant change in the numbers of relevant schools in the 2017/18 and 2018/19 school years when compared with those of the previous years.

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and by SEN type from the 2016/17 to 2018/19 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	Mental Illness
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520	-
	Secondary	11 260	910	2 800	5 090	190	80	350	350	-
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430	-
	Secondary	11 460	830	3 280	5 860	170	70	340	370	-
2018/19	Primary	10 370	760	5 690	5 110	110	40	360	2 510	60
	Secondary	11 430	830	3 840	6 780	150	60	310	360	310

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5978)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 3 years, how many schools in each of the 18 districts have applied for the Learning Support Grant for the provision of tier-3 support? What was the total provision? What were the types of special educational needs involved? What was the age distribution (in age groups of 6 years each, starting from age 6)?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 272)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention, has been providing schools with additional resources (including the Learning Support Grant (LSG)), professional support and teacher training. All schools are requested to adopt the Whole School Approach to support students with SEN through the 3-tier Intervention Model, taking into account their support needs. Under the 3-tier Intervention Model, tier-1 support refers to early identification and the use of quality teaching in the regular classroom to cater for the diverse learning and adjustment needs of all students, including those identified with mild or transient learning or adjustment difficulties, at an early stage. Teachers will apply their professional knowledge and skills in providing students with tier-1 support. Basically, all students can benefit from tier-1 support and submission of information about these students to the EDB is not required. No additional resources will be provided to schools in this regard. Tier-2 support refers to additional support/provision of "add-on" intervention, such as small group learning, after-school tutorials and pull-out programmes, for students with persistent learning or adjustment difficulties. Tier-3 support refers to individualised intensive support, including the drawing up of individual education plan, for students with persistent and severe learning or adjustment difficulties.

When providing additional resources, the EDB takes into account various parameters, such

as the number of students with SEN in schools, and the tier of support they require. Based on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy the LSG and other school resources flexibly and holistically. Besides, the tier of support for students with SEN is subject to upward or downward adjustment from time to time, depending on the performance of the students and the support they require at different times, the distribution of students under the 3-tier Intervention Model may change accordingly. Hence, the overall concept of the LSG is not about applying for and then using the LSG on students who require a specific tier of support. To provide a full picture on the provision of LSG to schools, the number of public sector mainstream primary and secondary schools provided with the LSG and the total expenditure in the past 3 years (2016/17 to 2018/19 school years) are set out in Table 1 of Appendix 1. The number of public sector mainstream primary and secondary schools having students requiring tier-3 support for whom LSG has been provided in the past 3 years (the 2016/17 to 2018/19 school years) is set out in Table 2 of Appendix 1. Since the provision of additional resources does not have relationship with the districts in which the schools locate, a breakdown of the provision by district is not available.

The number of students with SEN studying in public sector mainstream primary and secondary schools by school level and by SEN type from the 2016/17 to 2018/19 school years is set out at Appendix 2. The EDB maintains information of students with SEN by grade level and by SEN type. We do not maintain information of such students by age group.

Table 1: Number of public sector mainstream primary and secondary schools provided with the Learning Support Grant (LSG) and the total provision from the 2016/17 to 2018/19 school years

		2016/17	2017/18	2018/19
Primary School	No. of schools	314	355(Note)	381(Note)
	Total provision ($ million)	262.4	280.9	308.8
Secondary School	No. of schools	382	385	385
	Total provision ($ million)	276.6	308.7	337.5

Table 2: Number of public sector mainstream primary and secondary schools having students requiring tier-3 support for whom LSG has been provided from the 2016/17 to 2018/19 school years

No. of schools	2016/17		2017/18		2018/19	
	Primary School	Secondary School	Primary School(Note)	Secondary School(Note)	Primary School(Note)	Secondary School(Note)
	275	310	289	325	349	335

Note:
Starting from the 2017/18 school year, the LSG covers students with mental illness, with a view to providing schools (including those adopting Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level. As schools adopting IRTP and IE Programme will also have students with mental illness for whom LSG has been provided, there is a significant change in the numbers of relevant schools in the 2017/18 and 2018/19 school years when compared with those of the previous years.

Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and by SEN type from the 2016/17 to 2018/19 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	Mental Illness
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520	-
	Secondary	11 260	910	2 800	5 090	190	80	350	350	-
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430	-
	Secondary	11 460	830	3 280	5 860	170	70	340	370	-
2018/19	Primary	10 370	760	5 690	5 110	110	40	360	2 510	60
	Secondary	11 430	830	3 840	6 780	150	60	310	360	310

Note:
Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to the EDB, and this may result in a relatively smaller number of students with MI.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5979)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please list the number of students in all special schools in the territory (disaggregated by day, 5-day boarding, 7-day boarding, orphan and non-Chinese speaking (NCS)) and the cost per capita of each school (disaggregated by day , 5-day boarding, 7-day boarding, orphan and NCS) in the past 3 years.
2. Please list the number of new students and their age (disaggregated by day, 5-day boarding, 7-day boarding, orphan and NCS).
3. Please list the number of school leavers and their age (disaggregated by day, 5-day boarding, 7-day boarding, orphan and NCS).
4. Please list the growth in the number of applicants waiting for various types of adult services (disaggregated by day, 5-day boarding, 7-day boarding, orphan, NCS, gender and age).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 273)

Reply:

The Education Bureau does not keep school-based personal data of students and information on their family background, and is therefore not able to provide the related information as requested. In addition, compilation of certain data for the 2018/19 school year, such as the number of new students, school leavers and those waiting for adult services is only possible upon conclusion of the school year. For the time being, relevant data for the 3 school years from 2015/16 to 2017/18 is presented.

The average unit cost per school place and the average unit cost per boarding place for each type of special schools in these 3 school years are set out at Appendix 1.

The number of students, number of non-Chinese speaking students, number of 5-day and 7-day boarders, number of new students with age range by day student, 5-day boarding and 7-day boarding, number of school leavers with age range by day student, 5-day boarding and 7-day boarding, and number of school leavers waiting for adult services in these 3 school years in special schools are set out at Appendix 2. With the implementation of the New Senior Secondary academic structure in the 2009/10 school year, in general, students will leave school after completion of Secondary Six. Special schools will help their students plan and apply for post-school placement in accordance with their interests, capabilities and needs. Since the post-school arrangements do not have relationship with boarding service, age and gender, thus, we have not compiled relevant data.

Appendix 1

Table 1: Average Unit Cost per School Place for Each Type of Special Schools from the 2015/16 to 2017/18 School Years

School Type	Average Unit Cost per School Place		
	2015/16	**2016/17**	**2017/18**
Visual Impairment	$293,000	$320,000	$359,000
Hearing Impairment	$293,000	$306,000	$343,500
Physical Disability	$294,000	$314,000	$334,000
Mild Intellectual Disability Note 1	$171,500	$177,000	$195,500
Moderate Intellectual Disability Notes 1 & 2	$253,000	$260,000	$285,500
Severe Intellectual Disability Note 2	$329,000	$342,000	$361,500
School for Social Development	$164,000	$181,000	$200,000
Hospital School	$178,000	$186,000	$198,500

Notes:

1. Schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of schools for children with MiID and MoID (7 schools in the 2015/16 school year and 5 schools starting from the 2016/17 school year).
2. 1 school for children with severe intellectual disability (SID) operates classes for children with MoID on a pilot basis starting from the 2017/18 school year.

Table 2: Average Unit Cost per Boarding Place for Each Type of Special Schools from the 2015/16 to 2017/18 School Years

School Type	Average Unit Cost per Boarding Place		
	2015/16	2016/17	2017/18
Visual Impairment	$166,000	$177,500	$183,500
Hearing Impairment	$403,500	$441,500	Not applicable Note 6
Physical Disability	$282,500	$294,500	$302,500
Mild Intellectual Disability Note 1	Not applicable	Not applicable	Not applicable
Moderate Intellectual Disability Notes 2 & 3	$243,000	$252,000	$258,500
Severe Intellectual Disability Note 3	$306,000	$321,000	$331,500
School for Social Development Note 4	Not applicable	Not applicable	Not applicable
Hospital School Note 5	Not applicable	Not applicable	Not applicable

Notes:

1. Schools for children with MiID do not provide boarding service.
2. Schools for children with MiID and schools for children with MoID include the respective sections of schools for children with MiID and MoID (7 schools in the 2015/16 school year and 5 schools starting from the 2016/17 school year).
3. 1 school for children with SID operates classes for children with MoID on a pilot basis starting from the 2017/18 school year.
4. Residential services provided in schools for social development are subvented by the Social Welfare Department.
5. Hospital School only provides educational services to hospitalised students and does not provide boarding services.
6. 1 school for children with hearing impairment has completed mainstreaming in the 2018/19 school year. In the 2017/18 school year, its boarding section only provided a few boarding places based on students' needs and there was special arrangement for its staff establishment. Calculation of average unit cost per boarding place is not applicable.

Appendix 2

Information on Students of Special Schools from the 2015/16 to 2017/18 School Years

Item			Age Range (Year)	School Year [Notes 1 & 2]		
				2015/16	2016/17	2017/18
1	**Total Number of Students (No. of Non-Chinese Speaking (NCS) Students [Note 3])**			7334 (363)	7349 (367)	7512 (390)
2	**Number of Boarders (No. of NCS Students [Note 3])**	**5-day**		428 (12)	417 (12)	404 (10)
		7-day		545 (7)	552 (6)	572 (6)
3	**Number of New Students [Note 4] (No. of NCS Students [Note 3])**	**Day Place**	6-21	981 (60)	1 028 (56)	1 101 (99)
		5-day Boarding	6-21	60 (3)	63 (2)	60 (6)
		7-day Boarding	6-21	61 (1)	83 (4)	94 (3)
4	**Number of School Leavers [Notes 5] (No. of NCS Students [Note 3])**	**Day Place**	6-26	985 (42)	968 (40)	1 010 (50)
		5-day Boarding	6-26	71 (2)	80 (4)	63 (2)
		7-day Boarding	6-26	61 (1)	73 (3)	56 (0)
5	**Number of School Leavers Waiting for Adult Services [Note 6] (No. of NCS Students [Note 3])**			81 (6)	107 (6)	140 (7)

Notes:

1. Number of students in items 1-2 denotes the position as at September of the respective school years.
2. Students from the Hospital School are not included due to the transitional nature of the education service provided.
3. Number of NCS students covers those students whose home language as known to Education Bureau is not Chinese regardless of their ethnicity.
4. Number of new students is counted as follows:
   (i) Day place:
   - only first admission to special schools is counted;
   - excluding those students transferred between special schools.

   (ii) 5-day and 7-day boarding:
   - students who changed from a 5-day boarding to a 7-day boarding or vice versa are counted as new admission to that type of boarding service.

5. Number of school leavers is counted as follows:
   (i) Day place:
      - only last attendance at special schools is counted;
      - excluding those students transferred between special schools.

   (ii) 5-day and 7-day boarding:
      - students who left from a 5-day boarding to a 7-day boarding or vice versa are counted as school leavers of that type of boarding.

6. (i) Adult services include day activity centres, sheltered workshops cum hostels, supported hostels, etc.
   (ii) The above information was collected from special schools in July and August of the respective school years. As such, the above figures may not reflect the actual situation of the post-school arrangement of school leavers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5980)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the number of students receiving Tier 1 "Grant for Support for Boarders with Medical Complexity" in all special schools in the territory and the expenditure involved in the past 3 years (by day student, 5-day boarding, 7-day boarding, gender and age).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 274)

Reply:

Starting from the 2014/15 school year, an "Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity in Aided Special Schools (Additional Grant)" has been provided for special schools with boarding section to enhance the support for boarders with medical complexity (MC). The situation of individual schools are not disclosed to avoid misconceptions about the conditions of students studying in respective schools and the possible labelling effect on the schools concerned based on the number of boarders with MC in school. As information with respect to the 2018/19 school year is subject to verification, we now provide the respective numbers of students and expenditures for the 2015/16, 2016/17 and 2017/18 school years. During these 3 school years, there were 20 special schools benefitted from the grant. The number of boarders requiring Tier 1 support in these schools is tabulated below:

School year	5-day boarding	7-day boarding
2015/16	56	78
2016/17	67	91
2017/18	88	113

Note: As the disbursement of grant has no connection with gender and age, the Education Bureau has not gathered relevant information from schools.

In principle, the Additional Grant is calculated on the basis of the number of boarders with MC in the school and the tier of support required by those boarders. There is a basic provision for the grant so that schools are provided with sufficient resources to cater for the needs of boarders with MC. Listing only the amount of provision calculated on the basis of the number of boarders requiring Tier 1 support cannot reflect the actual expenditure on the grant. Therefore, the expenditure on the grant in the abovementioned 3 school years is listed below so as to fully reflect the additional resources provided for special schools to take care of boarders with MC:

School year	Expenditure on the grant
2015/16	$7,299,480
2016/17	$7,701,615
2017/18	$9,316,428

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5981)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the number of students receiving Tier 2 "Grant for Support for Boarders with Medical Complexity" in all special schools in the territory and the expenditure involved in the past 3 years (by day student, 5-day boarding, 7-day boarding, gender and age).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 275)

Reply:

Starting from the 2014/15 school year, an "Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity in Aided Special Schools (Additional Grant)" has been provided for special schools with boarding section to enhance the support for boarders with medical complexity (MC). The situation of individual schools are not disclosed to avoid misconceptions about the conditions of students studying in respective schools and the possible labelling effect on the schools concerned based on the number of boarders with MC in school. As information with respect to the 2018/19 school year is subject to verification, we now provide the respective numbers of students and expenditures for the 2015/16, 2016/17 and 2017/18 school years. During these 3 school years, there were 20 special schools benefitted from the grant. The number of boarders requiring Tier 2 support in these schools is tabulated below:

School year	5-day boarding	7-day boarding
2015/16	26	58
2016/17	32	50
2017/18	33	58

Note: As the disbursement of grant has no connection with gender and age, the Education Bureau has not gathered relevant information from schools.

In principle, the Additional Grant is calculated on the basis of the number of boarders with MC in the school and the tier of support required by those boarders. There is a basic provision for the grant so that schools are provided with sufficient resources to cater for the needs of boarders with MC. Listing only the amount of provision calculated on the basis of the number of boarders requiring Tier 2 support cannot reflect the actual expenditure on the grant. Therefore, the expenditure on the grant in the aforesaid 3 school years is listed below so as to fully reflect the additional resources provided for special schools to take care of boarders with MC:

School year	Expenditure on the grant
2015/16	$7,299,480
2016/17	$7,701,615
2017/18	$9,316,428

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5983)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the number of students who applied for extension of years of study (EoS) in special schools, reasons for application and reasons for rejection over the past 3 years.

a. What are the number of students who applied for EoS for the first time, and the number of day students and boarders?

b. What are the number of students who applied for EoS for the second time, and the number of day students and boarders?

c. What are the number of students who applied for EoS for the third time, and the number of day students and boarders?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 277)

Reply:

The improvement measures on extension of years of study (EoS) were introduced in the 2010/11 school year for students in schools for children with intellectual disability (ID schools), schools for children with physical disability, schools for children with hearing impairment, and the school for children with visual impairment cum intellectual disability. Under this measure, 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 in need and with valid reasons to extend their years of study in accordance with the objective criteria jointly set by EDB and the special education sector. As the applications for EoS were made direct to and subsequently approved by the special schools concerned, EDB does not have the number, reasons and frequency of such applications in the special schools.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5986)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 3 years, what was the number of candidates who applied for special examination arrangements? What were their types of special needs? What was the age distribution (with every 6 years as a group)?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 280)

Reply:

The number of students with special educational needs (SEN) applying for and with approval given for special examination arrangements in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 3 years, set out by type of SEN and age distribution is listed below[#]:

Year of Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2016	115	56	269	128	881	598	2 047
2017	122	58	283	145	1 064	770	2 442
2018	101	55	278	162	1 166	904	2 666

Age (As at May 1)	2016 HKDSE	2017 HKDSE	2018 HKDSE
16 to 21	2 013	2 398	2 643
22 to 27	28	35	18
28 to 33	3	3	1
34 to 39	1	3	1
40 to 45	1	1	2
46 to 51	0	0	0
52 to 57	1	2	1
Total #	2 047	2 442	2 666

Statistics on the number of candidates whose applications have been approved; figures on the number of unsuccessful or opt-out applicants are excluded.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5987)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many candidates with special needs were qualified for admission to universities in the past 3 years?

How many students with special needs were admitted to each of the universities?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 281)

Reply:

In the past 3 years, the number of candidates with special educational needs (SEN) sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) having met the general entrance requirements of undergraduate programmes is as follows:

Year of Examination	Number of HKDSE candidates with SEN having met the general entrance requirements of undergraduate programmes
2016	354
2017	439
2018	475

Note: In addition to the general entrance requirements, individual universities may determine the attainment level required for 1 or 2 designated or non-designated elective subjects and stipulate further admission requirements. The above figures indicate the number of candidates meeting the general entrance requirements only. The general entrance requirements of undergraduate programmes are set at: "3322" for the 4 core subjects, i.e. Level 3 for Chinese Language and English Language, and Level 2 for Mathematics and Liberal Studies.

In the past 3 years, the number of students with SEN admitted to the University Grants Committee (UGC)-funded full-time locally-accredited undergraduate programmes is set out at **Appendix A**. The number of students with SEN admitted to the self-financing full-time locally-accredited undergraduate programmes offered by the UGC-funded universities and private universities is set out at **Appendix B**.

Appendix A

Number of students with SEN admitted to the UGC-funded full-time locally-accredited undergraduate programmes by institution in the 2018/19 academic year

(Number of students)

	University								
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Number of students with SEN	22	20	5	24	1	40	34	32	178

Notes:

1. Figures are provided by the UGC-funded universities. The UGC gathers data on the number of students with SEN admitted to the UGC-funded full-time undergraduate programmes starting from the 2018/19 academic year. We do not maintain data before the 2018/19 academic year.
2. Figures are provisional.
3. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Appendix B

Number of students with SEN admitted to the self-financing full-time locally-accredited undergraduate programmes offered by the UGC-funded universities and private universities by institution from the 2016/17 to 2018/19 academic years

(Number of students)

University	2016/17 academic year	2017/18 academic year	2018/19 academic year
City University of Hong Kong	0	1	1
Hong Kong Baptist University	19	0	1
Lingnan University	0	0	0
The Chinese University of Hong Kong	0	0	0
The Education University of Hong Kong	4	7	12
The Hong Kong Polytechnic University	1	1	3
The Hong Kong University of Science and Technology	1	1	1
The University of Hong Kong	0	0	0
Hong Kong Shue Yan University	22	48	49
The Open University of Hong Kong	43	49	61
Hang Seng University of Hong Kong	-	-	24

Note:

1. Figures are provided by the universities and cover self-financing full-time locally-accredited undergraduate programmes offered by the UGC-funded universities and private universities only.
2. Figures for the 2018/19 academic year are provisional.
3. The Hang Seng Management College acquired university title on 30 October 2018.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6424)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Median income by academic qualification (excluding full-time students and foreign domestic helpers)

	Graduates of UGC-funded associate degree programmes	Graduates of UGC-funded higher diploma programmes	Graduates of UGC-funded undergraduate programmes	Graduates of self-financing associate degree programmes	Graduates of self-financing higher diploma programmes	Graduates of self-financing undergraduate programmes	Those having completed vocational training under Youth Employment and Training Programme	Those having completed vocational training under Employees Retraining Board
Median income	$	$	$	$	$	$	$	$

2. Proportion of population by academic qualification and income (excluding full-time students and foreign domestic helpers)

Monthly income	Graduates of UGC-funded associate degree programmes	Graduates of UGC-funded higher diploma programmes	Graduates of UGC-funded undergraduate programmes	Graduates of self-financing associate degree programmes	Graduates of self-financing higher diploma programmes	Graduates of self-financing undergraduate programmes	Those having completed vocational training under Youth Employment and Training Programme	Those having completed vocational training under Employees Retraining Board
<$8,000	%	%	%	%	%	%	%	%
$8,000 - $10,000	%	%	%	%	%	%	%	%
$10,000- $15,000	%	%	%	%	%	%	%	%
$15,000- $20,000	%	%	%	%	%	%	%	%
$20,000- $25,000	%	%	%	%	%	%	%	%
$25,000- $30,000	%	%	%	%	%	%	%	%
$30,000 or above	%	%	%	%	%	%	%	%

3. 10-year change in median income by academic qualification (excluding full-time students and foreign domestic helpers)

Academic qualification Median income	Graduates of UGC-funded associate degree programmes	Graduates of UGC-funded higher diploma programmes	Graduates of UGC-funded undergraduate programmes	Graduates of self-financing associate degree programmes	Graduates of self-financing higher diploma programmes	Graduates of self-financing undergraduate programmes	Those having completed vocational training under Youth Employment and Training Programme	Those having completed vocational training under Employees Retraining Board
Aged 20-24 in 2006	$	$	$	$	$	$	$	$
Aged 25-29 in 2011	$	$	$	$	$	$	$	$
Aged 30-34 in 2016	$	$	$	$	$	$	$	$

4. Number of dropouts from self-financing programmes

	Self-financing associate degree programmes (no. of students)	Self-financing higher diploma programmes (no. of students)	Self-financing undergraduate programmes (no. of students)
2014/15			
2015/16			
2016/17			
2017/18			

5. Number of working adults pursing continuing education or receiving retraining by length of work experience

Continuing education/ retraining programmes	UGC-funded associate degree programme (no. of persons)	UGC-funded higher diploma programme (no. of persons)	UGC-funded undergraduate programme (no. of persons)	Self-financing associate degree programme (no. of persons)	Self-financing higher diploma programme (no. of persons)	Self-financing undergraduate programme (no. of persons)	Vocational training under Youth Employment and Training Programme (no. of persons)	Vocational training under Employees Retraining Board (no. of persons)
1-2 years of work experience								
2-4 years of work experience								
4-6 years of work experience								
6-8 years of work experience								
Over 8 years of work experience								

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 400)

Reply:

1. According to the findings of graduate employment surveys by the University Grants Committee (UGC) and relevant surveys by self-financing institutions, the average annual salary of graduates of full-time sub-degree and undergraduate programmes of the 2017 cohort who are engaged in full-time employment is tabulated as follows. The Government does not maintain the requested information on median income.

	UGC-funded sub-degree programme graduates (Note 1)	UGC-funded undergraduate programme graduates (Note 1)	Self-financing associate degree programme graduates (Note 2)	Self-financing higher diploma programme graduates (Note 2)	Self-financing undergraduate programme graduates (Note 2)
Average annual salary	$208,000	$239,000	$159,078	$170,456	$179,829

The Youth Employment and Training Programme (YETP) launched by the Labour Department provides comprehensive pre-employment and on-the-job training for young school leavers aged 15 to 24 with educational attainment at sub-degree level or below. YETP operates on the basis of programme year, running from September each year to August of the following year. The average monthly salary of trainees engaged in on-the-job training posts under YETP in the 2017/18 programme year is $9,962. The Government does not maintain the requested information on vocational training (Employees Retraining Board programmes).

Note 1: UGC-funded sub-degree programmes include higher diploma and associate degree programmes. As advised by UGC-funded universities, figures on the average annual salary of their graduates include commission and other cash allowances (e.g. double pay, year-end payment/bonus, etc.). Employment information of gradates of a particular academic year is collected through graduate employment surveys conducted by UGC-funded universities during December of the corresponding year.

Note 2: Figures above only represent the average annual salary of graduates engaged in full-time employment who have responded to the graduate employment surveys conducted by the respective self-financing institutions and have reported their salary information.

2. The number of trainees engaged in on-the-job training posts under YETP in the 2017/18 programme year broken down by wage level and expressed in percentage terms is as follows:

Average monthly salary	Vocational training under YETP
<$8,000	2.30%
$8,000 -<$10,000	52.65%
$10,000-<$15,000	43.99%
$15,000-<$20,000	1.06%
$20,000-<$25,000	- %
$25,000-<$30,000	- %
$30,000 and above	- %

The Government does not maintain the requested information on other aspects.

3-5. The Government does not maintain relevant information.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6561)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many enrolled nurses are working in schools?
How many Physiotherapist I are working in schools?
How many Physiotherapist II are working in schools?
How many Occupational Therapist I are working in schools?
How many Occupational Therapist II are working in schools?
What is the staff cost or monthly expenditure per headcount?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 434)

Reply:

There is no distinct establishment for enrolled nurses, physiotherapists and occupational therapists in public sector mainstream schools. Special schools, however, have physiotherapists and occupational therapists but not enrolled nurses in their staff establishment. The salary scale, mid-point salary and staff establishment of physiotherapists and occupational therapists in special schools in the 2018/19 school year are tabulated below:

Specialist Staff	Salary Scale	Mid-point Salary	Staff Establishment
Physiotherapist I	$48,540 - $70,590	$58,345	25
Physiotherapist II	$28,725 - $46,420	$36,665	33
Occupational Therapist I	$48,540 - $70,590	$58,345	25
Occupational Therapist II	$28,725 - $46,420	$36,665	72

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6566)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please provide the number of vacant school premises (VSP) that have not been earmarked for educational use, as well as the districts where they are located and their addresses, with a breakdown by 18 districts and the length of vacancy period (i.e. under 1 year, 1-3 years, and 3 years or more). What were the expenditures incurred for the management and maintenance of these VSP in each of the past 3 years (i.e. 2015-16, 2016-17 and 2017-18)?

(2) Please provide the number of VSP that have been earmarked for educational use, as well as the districts where they are located and their addresses, with a breakdown by 18 districts and the length of vacancy period (i.e. under 1 year, 1-3 years, and 3 years or more). What were the expenditures incurred for the management and maintenance of these VSP in each of the past 3 years?

(3) How many applications were submitted by social welfare organisations for hiring this type of idle government premises in the past 5 years? How many applications were approved? How many applications were rejected and why?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 381)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) into gainful use. When there is a vacant or to-be-vacant school premises, the EDB will consider factors including the size, location, physical conditions etc. of the relevant premises, and the educational needs and relevant policy initiatives with a view to assessing the VSP's suitability for educational use and whether the premises is needed to be reallocated for school or other educational use. Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school use, the EDB would inform the

Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) in accordance with the central clearing house mechanism. As the Central Clearing House, the PlanD would conduct reviews and recommend the suitable alternative long-term uses (such as Government, Institution or Community (G/IC)), residential and other uses) for the concerned VSP sites. Upon confirmation on the long-term uses of the VSP sites concerned, the PlanD would inform the departments concerned (such as LandsD and HD, etc.) of the recommendations for their follow-up actions as appropriate. Based on the released review findings, the PlanD has reviewed and confirmed the long-term uses of 183 VSP. According to the mechanism, the EDB is allowed to retain VSP for school use. However, if the EDB intends to use VSP for other educational uses, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2019, there are 10 VSP under the EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by the EDB). Information of the school premises concerned is as follows:

Table — 10 VSP under the EDB's purview (Position as at end-February 2019)

No.	**District**	**Former School Name**	**Address**	**School year in which the school ceased operation (Note)**	**Site area of school premises (rounded to the nearest hundred m^2)**
1	Wan Chai	Wanchai School	30 Oi Kwan Road, Wan Chai, Hong Kong	2006/07	2 000
2	Eastern	Hong Kong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2017/18	2 900
3	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Hong Kong	2012/13	6 000
4	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	2009/10	1 900
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.H.K. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700
8	Sham Shui Po	Chi Yun School	19 Kwong Lee Road, Kowloon	2018/19	2 000

9	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Path, Tai Po, New Territories	1999/00	2 400
10	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

Note: "School year in which the school ceased operation" refers to the year the school premises were ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

The EDB is responsible for the management of VSP located on sites allocated to the EDB, including those that the PlanD has been informed of under the Central Clearing House mechanism but that the LandsD has requested the EDB to continue the management until the next users have been identified and taken over the land. From 2015-16 to 2017-18, the expenditures incurred by the EDB for the management of VSP are $1.221 million, $1.341 million and $1.266 million respectively, which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

As the VSP under the EDB's purview are earmarked/retained for school or other educational uses, they would not be open for hire by other organisations. The EDB does not maintain any information pertaining to the current condition and use of VSP returned under the Central Clearing House mechanism, applications for hiring these VSP submitted by social welfare or other organisations (if applicable) and the expenditure incurred for the management of these VSP by relevant departments.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7279)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the number of registered nurses working at schools. What is the cost per capita?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 349)

Reply:

Registered nurses are within the staff establishment of special schools but not that of public sector mainstream schools. In the 2018/19 school year, the staff establishment, salary scale and mid-point salary of registered nurses in the school section of special schools are tabulated as follows:

Specialist Staff	Staff Establishment	Salary Scale	Mid-point Salary
Registered Nurse	104	$30,165 - $48,540	$38,490

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5140)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In 2012 and 2017, the Education Bureau commissioned consultants to study the shortfall of international school places in Hong Kong. According to the consultancy report, the Government has allocated more land to school sponsoring bodies of international schools in recent years. Please provide the numbers of places and student intakes of each newly developed/expanded international school in the past 5 years.

Asked by: Hon TAM Man-ho, Jeremy (LegCo internal reference no.: 425)

Reply:

The Government is committed to developing a vibrant international school system through various measures mainly to meet the demand for international school places from non-local families living in Hong Kong or coming to Hong Kong for work or investment.

The Education Bureau (EDB) has allocated a total of five vacant school premises and three greenfield sites for international school development through School Allocation Exercises (SAEs) completed in 2013 and 2015. These eight new international school campuses have gradually commenced operations from the 2014/15 school year and will provide a total of some 6 000 places progressively. From the 2014/15 to 2018/19 school years, the number of students in these international schools who are studying in campuses operating in allocated premises/campuses developed on allocated greenfield sites is provided at the **Annex**. Same as other private schools, international schools may use their classrooms flexibly and adjust the provision of classes and places yearly according to school-based needs. Even though schools are requested to provide their number of school places for EDB's reference, we will not, as a standard practice, disclose the number of places available at individual schools to avoid misinterpretation of such information, which may have adverse impact on the schools.

According to the findings of the consultancy study on the provision of international school places in primary and secondary levels in Hong Kong released in February 2017, there will be no shortfall in international school places in primary and secondary levels in the coming five school years starting from the 2018/19 school year. We will continue to closely monitor the provision of international school places, in particular for meeting the demand of non-local families coming to Hong Kong for work or investment. We will also continue to facilitate the development of the international school sector and take appropriate actions, including launching another School Allocation Exercise for international school development subject to availability of suitable premises or sites, as and when necessary.

Annex

Number of students in international schools allocated with vacant school premises or greenfield sites under the 2013 and 2015 School Allocation Exercises from the 2014/15 to 2018/19 school years

Name of school	2014/15	2015/16	2016/17	2017/18	2018/19
	No. of students	No. of students	No. of students	No. of students	No. of students
Carmel School(2)	92	96	106	169	173
Nord Anglia International School, Hong Kong	477	639	782	888	958
The International Montessori School	210	248	504	544	584
American School Hong Kong			96	174	227
The Harbour School(2)			122	186	243
French International School(2)					676
Malvern College Hong Kong					398
Shrewsbury International School					238
Total	**779**	**983**	**1 610**	**1 961**	**3 497**

Notes:

(1) Figures refer to the position as at September of the respective school years.

(2) These schools operate in more than one campus. The numbers in the above table only refer to those students studying in campuses operating in vacant school premises/campuses developed on greenfield sites which are allocated under the School Allocation Exercises.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6079)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise on the effectiveness of STEM teaching in the past 5 years. Please also advise how the effectiveness is evaluated by the Education Bureau and how the statistics are collected.

Asked by: Hon TAM Man-ho, Jeremy (LegCo internal reference no.: 618)

Reply:

In 2016, the Education Bureau (EDB) released the Report on "Promotion of STEM Education – Unleashing Potential in Innovation" setting out a number of recommended measures which are being implemented progressively, including renewing the curricula of Science, Technology and Mathematics Education KLAs, enriching the learning activities for students, enhancing professional development of teachers, strengthening partnerships with key stakeholders in the community, etc. In the 2015/16 and 2016/17 school years, we provided a one-off grant of $100,000 and $200,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school to support them to organise school-based activities/projects on STEM education. In light of the latest development in science and technology, we updated the relevant curriculum guides, which were published in 2017. In the 2017/18 school year, we enhanced coding education at the primary level to develop students' computational thinking skills. STEM education has gradually achieved results in the past few years. Currently, schools can generally implement school-based STEM education based on their strengths while catering for the interests of students. For many schools, STEM education is their major concern or focus of future development and it is carried out by different subject panels and functional committees collaboratively. Furthermore, many schools with outstanding performance in implementing STEM education have been invited by the EDB to participate in the Quality Education Fund Thematic Networks. These schools have organised networking activities to share their experience on the implementation of school-based STEM education with other schools

regarding various themes. Some of the schools even nominated students with exceptional potential to take part in national or international competitions and their students achieved great results. To our knowledge, many students have become more proactive in learning science and technology. They have shown greater interest and motivation in classroom learning and become more confident. How students benefit from STEM education cannot be evaluated through paper and pencil assessment. We will conduct an overall review from multiple perspectives by means of school visits, daily contact with schools, etc. to collect views from different stakeholders regarding the support measures, so as to evaluate the effectiveness of the implementation of STEM education and refine the support measures in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3499)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is stated under Matters Requiring Special Attention in 2019-20 that the Administration will "continue to provide Mainland exchange opportunities for primary and secondary school students". Please advise this Committee of the following:

(1) the number of Mainland exchange programmes for primary and secondary school students organised by the Education Bureau in the past 3 financial years. Please set out the target number and actual number of participants, destination, receiving body, learning objectives, size of entourage and expenditure of each exchange programme.

(2) The estimated expenditure under Programme (6) for the new financial year is $1,181.2 million, representing a decrease of 72.1% over that of the last financial year. For the new financial year, please advise on the amount of provision for organising Mainland exchange programmes on national education for primary and secondary school students, the estimated number of relevant exchange programmes, and the manpower and estimated expenditure involved.

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 12)

Reply:

(1) To dovetail with the school curriculum and the latest development of our country, the Education Bureau (EDB) organises Mainland exchange programmes with diversified themes and destinations for primary and secondary students, or subsidises those organised by schools every year. Examples include the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" (「同根同心」── 香港初中及高小學生內地交流計劃), the "Mainland Exchange Programme for Secondary School Students" (「同行萬里」中學生內地交流計劃), the "Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland" (初中及高小學生

交流活動資助計劃 ── 「赤子情•中國心」), the "Senior Secondary School Students Exchange Programme Subvention Scheme" (高中學生交流活動資助計劃), the "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃) and some thematic Mainland exchange programmes. These programmes enable participants to gain first-hand experience of our country's development in aspects of history, culture, economy, education, science and technology, etc. from multiple perspectives. They cover different Mainland provinces and cities, including 22 provinces, 4 autonomous regions and 4 municipalities. The number of student Mainland exchange programmes varies year from year because schools will decide whether or not and when to participate in such programmes after taking into account the planning of other learning activities within the school year. Teachers participate in these student Mainland exchange programmes as learning facilitators according to the "1 teacher : 10 students ratio". Besides, the service providers commissioned by the EDB to organise exchange programmes will arrange accompanying escorts with Tour Escort Pass to take care of participants during the trip. These service providers may cooperate with different receiving bodies according to the provisions in the relevant contracts. The EDB does not have a list of the receiving bodies involved.

The numbers of primary and secondary students participating in Mainland exchange programmes with the provision of subsidy and the expenditures involved in the past 3 years (2016-17, 2017-18 and 2018-19) are as follows:

Financial year	Number of students (rounded down to the nearest hundred)		Expenditure ($million)	
	Secondary students	Primary students	Secondary students	Primary students
2016-17	33 200	23 100	44.7	13.3
2017-18#	35 900	23 500	50.5	20.2
2018-19+	39 200	30 300	69.3	21.3

Actual figures revised from last year's estimates

\+ Provisional figures

(2) The EDB will continue to provide primary and secondary students with adequate Mainland exchange opportunities. In 2019-20, the estimated expenditure on Mainland exchange programmes is $115 million, and the number of places provided is 109 000. The manpower resources required are subsumed under the recurrent expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3500)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In respect of professional exchange programmes arranged as part of national education for teachers, please advise this Committee:

(1) of the professional exchange programmes arranged for teachers in the past 2 financial years;
(2) of the objectives, target groups and expenditures of these programmes;
(3) of the number of teachers participating in each programme and the type of schools in which they serve;
(4) whether participation in these programmes is voluntary or mandatory and of the ways to ensure that teachers can really benefit from these programmes; and
(5) of the number of professional exchange programmes to be organised in the new financial year and the estimated expenditure involved.

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 14)

Reply:

The Education Bureau (EDB) provides various professional Mainland exchange programmes for primary and secondary school teachers to widen their professional horizons and deepen their understanding of the Mainland's development in different aspects, thereby enhancing their professional competence. Professional exchange programmes mainly include school visits, cultural visits, thematic talks, seminars, lesson observations, professional exchanges, etc. These activities target teachers of different subjects and ranks in public sector schools. Teachers may participate in suitable exchange programmes on a voluntary basis in light of school contexts and individual professional development needs. In the coming year, the EDB will continue to organise a wide variety of exchange activities for teachers and make effective use of resources based on teachers' professional

development needs to provide more opportunities for them to participate in professional exchange activities.

The expenditure on Mainland exchange programmes organised for teachers in the past 2 years (2017-18 and 2018-19) and 2019-20 is as follows:

Financial year	No. of primary and secondary school teachers (rounded down to the nearest ten)	Expenditure ($ million)[@]
2017-18[#]	560	3.3
2018-19[*]	1 210	6.2
2019-20[++]	2 460	12.2

@ Manpower resources required in organising Mainland exchange activities subsumed under EDB's recurrent expenditure
# Actual figures revised from preceding year's estimate
* Provisional figures
++ Estimated figures

The EDB has all along attached great importance to the effectiveness of professional exchange programmes ogranised for teachers. A regular mechanism is in place to gauge the feedbacks of participants of these activities, which includes having evaluation meetings with service providers, deploying staff to attend the activities to assess the appropriateness of the content and collect the immediate responses of participants, conducting questionnaire surveys, arranging interviews and post-programme sharing sessions, etc.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3501)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In respect of the Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme), please advise this Committee of the following:

(1) What are the details of the Scheme?
(2) What is the number of teachers applying for the Scheme and the number of successful applicants granted non-local study leave in the past 2 financial years?
(3) What criteria does the Government adopt in deciding a teacher's eligibility for the Scheme?
(4) Which are the countries and institutions where participating teachers receive training? What is the annual expenditure on tuition fee?
(5) Will the Government regularise the scheme and extend it to cover primary school teachers?

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 15)

Reply:

(1) The Education Bureau (EDB) launched the "i-Journey" Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme) as a three-year pilot scheme in the 2017/18 school year. Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiatives/research.

(2) In the 2017/18 and 2018/19 school years, a total of 228 teachers applied for the Scheme and 90 teachers were granted approval.

(3) Applicants must be full-time serving secondary school teachers who:
(a) are permanent residents of Hong Kong;
(b) are registered teachers;
(c) are regular teachers in government, aided (including special schools), caput or Direct Subsidy Scheme secondary schools at the time of application; and
(d) have no less than five years (as at the date of application for the respective programme) of full-time teaching experience in local secondary schools.

All applications are assessed against a set of selection criteria, such as applicants' experience, relevance of their proposal to the programme applied for and principal's recommendation, by the Vetting Committee, which identifies suitable participants after thorough deliberation.

(4) In the 2017/18 and 2018/19 school years, the details of the Scheme are as follows:

2017/18 school year (First Batch of the Scheme)	
Destination	Institution
Helsinki & Jyväskylä, Finland	University of Jyväskylä
Melbourne, Australia	Deakin University
Exeter, the United Kingdom	University of Exeter

2018/19 school year (Second Batch of the Scheme)	
Destination	Institution
Turku, Finland	University of Turku
Southampton, the United Kingdom	University of Southampton
Singapore	National Institute of Education, Nanyang Technological University

The tuition fee for the first batch of the Scheme was $4.48 million. Since the second batch of the Scheme has yet to finalise all the expenditure items, the expenditure figures are unavailable at the present stage.

(5) The Scheme will be piloted over 3 years. Data and information collected during this period will be used by the EDB to form the basis of evaluation and inform future development.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3967)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS), please provide the following information:

1. What are the number of applications received and the number of subsidy recipients in the past 4 years?

2. What are the number of students pursuing undergraduate study in Mainland through the MUSSS, and the names of institutions and programmes attended by these students in the past 4 years?

3. What are the estimated expenditure this year and the estimated number of beneficiaries?

4. Has the Government taken any follow-up measures to learn more about the learning situation of subsidy recipients in Mainland, address problems related to the recognition of Mainland qualifications in Hong Kong, and gauge students' intention to return and work in Hong Kong upon graduation? What are the details of these measures?

Asked by: Hon WONG Pik-wan, Helena (LegCo internal reference no.: 64)

Reply:

(1) and (2)

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Students having passed a means test will receive either a full-rate subsidy or a half-rate subsidy ("means-tested subsidy") per academic year, depending on their needs. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions. In addition, a "non-means-tested subsidy" is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy per academic year. The amount of subsidy will also be reviewed and adjusted as appropriate. For the 2018/19 academic year, the full-rate subsidy and half-rate subsidy of the "means-tested subsidy" are $16,800 and $8,400 respectively. The "non-means-tested subsidy" offers $5,600.

Breakdowns of the number of students receiving subsidies in the 2015/16, 2016/17, 2017/18 and 2018/19 academic years, and the number of students receiving the full-rate and half-rate subsidies in the 2015/16 and 2016/17 academic years, the number of students receiving full-rate "means-tested subsidy", half-rate "means-tested subsidy" and "non-means-tested subsidy" in the 2017/18 and 2018/19 (as at 28 February 2019) academic years by institution are set out at Annexes 1 to 4 respectively. A breakdown of the number of students receiving subsidies by discipline is set out at Annex 5.

(3)
The expenditure of the MUSSS and the number of students receiving subsidies in the 2019/20 academic year are subject to the number of applications and renewals. The Education Bureau (EDB) has reserved a sufficient amount of funding to meet the purpose.

(4)
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.

Regarding the recognition of individual qualifications in Hong Kong, individuals possessing qualifications awarded by granting bodies outside Hong Kong, regardless of whether qualifications are obtained in the Mainland or other regions, may apply for qualifications assessments by the Hong Kong Council for Accreditation of Academic and Vocation

Qualifications (HKCAAVQ) as necessary. The HKCAAVQ offers professional opinion on whether the totality of an applicant's qualification meets the standard of a particular level of qualification in Hong Kong. As regards further studies, those who have been awarded degrees at Bachelors or above levels by Mainland higher education institutions recognised under the MoU may apply for admission to masters or doctoral degree programmes offered by local higher education institutions. Individual institutions will decide whether a particular qualification obtained by an applicant meets the admission requirement of the programme concerned. For employment or membership registration, 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.

To ensure proper use of the subsidies provided under the MUSSS, recipients of newly-approved subsidy have to confirm annually in subsequent years that they are enrolled in the institution concerned when applying for renewals. Subsidies will be disbursed each year upon verification of the relevant information.

To assist Hong Kong students pursuing studies in the Mainland to return to Hong Kong for employment upon graduation, the Education Bureau has engaged an organisation to launch the"Online Platform for Internship and Employment Information for Hong Kong Students Studying in the Mainland Higher Education Institutions" since mid-2017. The online platform provides a variety of information, including internship opportunities, employment guides and consultation services. In addition to providing online information, the organisation also invites corporate organisations, commerce and trade associations, professional bodies and Mainland institutions to provide information on the development of various trades and industries and job openings, and organises activities relating to internship and employment. Since mid-2017, more than 20 employment seminars and career and entrepreneurial experience sharing sessions have been held in Hong Kong and the Mainland, with an attendance of over 2 300.

Annex 1

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2015/16 Academic Year

Mainland higher education institutions	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
China Three Gorges University	1	0
Shanghai University of Traditional Chinese Medicine	5	2
Shanghai International Studies University	4	1
Shanghai Jiao Tong University	2	1
Shanghai University of Finance and Economics	1	0
Shandong University	12	6
Sun Yat-sen University	24	10
Zhongnan University of Economics and Law	5	3
Renmin University of China	8	4
China University of Geosciences (Wuhan)	2	1
China University of Political Science and Law	15	6
Communication University of China	4	1
Tianjin University	0	2
Tianjin Normal University	1	0
Peking University	1	0
Beijing University of Chinese Medicine	20	9
Beijing Institute of Fashion Technology	0	2
Beijing Normal University	5	6
Beijing Normal University, Zhuhai	3	5
Beijing Language and Culture University	2	2
Sichuan University	7	2
Sichuan Normal University	1	0
Chengdu University of Traditional Chinese Medicine	1	0
Tongji University	2	2
Shantou University	1	1
Southwest University	8	3
Southwest University of Political Science and Law	1	3
Donghua University	4	1
Wuhan University	6	4
Southern Medical University	5	1
Nanjing University	3	1
Nanjing University of Chinese Medicine	0	1
Nanjing Normal University	1	6
Nankai University	2	1
Xinghai Conservatory of Music	3	3
Zhejiang University	2	1
Zhejiang Sci-Tech University	3	1
Shenzhen University	7	4

Tsinghua University	1	0
Fudan University	1	0
Hunan Normal University	6	1
Central China Normal University	3	1
East China University of Political Science and Law	1	2
East China Normal University	1	1
East China University of Science and Technology	4	1
South China Normal University	4	2
South China University of Technology	0	1
Huaqiao University	9	1
Jimei University	1	1
Yunnan University	1	1
Xiamen University	10	9
University of International Business and Economics	0	3
Jinan University	17	7
Fuzhou University	2	1
Shaoguan University	0	1
Guangzhou University	4	2
Guangzhou University of Chinese Medicine	66	37
The Guangzhou Academy of Fine Arts	0	1
Guangdong University of Technology	0	1
Guangdong University of Foreign Studies	1	5
Total:	**304**	**175**

Annex 2

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2016/17 Academic Year

Mainland higher education institutions	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
Beijing Institute of Fashion Technology	5	3
Beijing Language and Culture University	3	3
Beijing Normal University	7	7
Beijing Normal University, Zhuhai	13	8
Beijing Sport University	2	1
Beijing University of Chinese Medicine	52	25
Central China Normal University	6	2
Central South University	1	0
Chengdu University of Traditional Chinese Medicine	7	3
China University of Geosciences (Wuhan)	1	1
China University of Political Science and Law	29	10
Chongqing University	3	0
Communication University of China	5	1
Donghua University	9	1
East China Normal University	4	4
East China University of Political Science and Law	2	3
East China University of Science and Technology	5	1
Fudan University	4	0
Fujian Normal University	6	4
Fujian University of Traditional Chinese Medicine	4	0
Fuzhou University	6	2
Guangdong University of Finance	2	0
Guangdong University of Finance and Economics	2	1
Guangdong University of Foreign Studies	5	6
Guangdong University of Technology	0	1
Guangxi University of Chinese Medicine	22	6
Guangzhou Medical University	2	1
Guangzhou University	12	6
Guangzhou University of Chinese Medicine	214	112
Huaqiao University	136	47
Huazhong University of Science & Technology	1	0
Hunan Normal University	9	2
Jiangxi University of Traditional Chinese Medicine	1	0
Jilin University	1	0
Jimei University	4	3
Jinan University	542	255
Nanchang University	1	1

Nanjing Normal University	7	8
Nanjing University	6	2
Nanjing University of Chinese Medicine	39	17
Nankai University	7	3
Ningbo University	2	0
Ocean University of China	0	1
Peking University	7	2
Renmin University of China	11	4
Shandong University	15	8
Shanghai University of Finance and Economics	1	0
Shanghai International Studies University	4	3
Shanghai Jiao Tong University	4	2
Shanghai Normal University	2	3
Shanghai University of Traditional Chinese Medicine	10	2
Shantou University	2	1
Shaoguan University	1	1
Shenzhen University	16	6
Sichuan Normal University	2	0
Sichuan University	15	5
South China Normal University	5	2
South China University of Technology	5	3
Southern Medical University	6	3
Southwest University	10	3
Southwest University of Political Science and Law	3	3
Sun Yat-sen University	106	49
The Guangzhou Academy of Fine Arts	2	3
China Three Gorges University	1	0
Tianjin Normal University	2	0
Tianjin University	0	3
Tianjin University of Traditional Chinese Medicine	3	0
Tongji University	3	3
Tsinghua University	6	1
University of International Business and Economics	6	2
Wuhan University	15	8
Xiamen University	22	12
Xinghai Conservatory of Music	3	4
Yunnan University	1	1
Zhejiang University	2	1
Zhejiang Sci-Tech University	3	1
Zhongnan University of Economics and Law	12	5
Total:	**1 495**	**695**

Annex 3

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2017/18 Academic Year

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	13	4	4
Shanghai International Studies University	7	3	9
Shanghai Jiao Tong University	6	1	3
Shanghai Normal University	2	1	0
Shanghai University of Finance and Economics	1	0	0
Shandong University	18	10	7
Sun Yat-sen University	129	52	47
Central University of Finance and Economics	1	1	1
Central South University	1	0	0
Zhongnan University of Economics and Law	11	2	3
Renmin University of China	11	3	8
China University of Geosciences (Wuhan)	2	1	0
China University of Political Science and Law	30	10	18
Ocean University of China	0	1	0
Communication University of China	5	1	1
Tianjin University	1	2	2
Tianjin University of Traditional Chinese Medicine	4	0	0
Tianjin Normal University	1	0	0
Peking University	8	5	19
Beijing University of Chinese Medicine	65	30	31
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	0	0	1
Beijing Institute of Fashion Technology	6	3	1
Beijing Forestry University	1	0	0
Beijing Normal University	9	8	12
Beijing Normal University, Zhuhai	19	7	0
Beijing University of Posts and Telecommunications	2	0	2
Beijing Language and Culture University	3	3	6
Beijing Sport University	4	0	0
Sichuan University	18	7	9

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
Sichuan Normal University	3	0	0
Jilin University	1	0	0
Tongji University	6	3	1
Chengdu University of Traditional Chinese Medicine	10	1	2
Shantou University	3	1	0
Jiangxi University of Traditional Chinese Medicine	2	0	0
Xian Jiaotong University	1	1	0
Southwest University	13	3	0
Southwest University of Political Science and Law	2	3	1
Southeast University	2	0	1
Donghua University	11	4	4
Wuhan University	18	7	29
Southern Medical University	6	6	3
Nanjing University	4	1	8
Nanjing University of Chinese Medicine	51	15	5
Nanjing Normal University	8	10	3
Nanchang University	2	1	0
Nankai University	8	2	8
Xinghai Conservatory of Music	4	4	1
Chongqing University	0	0	1
Zhejiang University	3	0	0
Zhejiang Chinese Medical University	1	0	0
Zhejiang Normal University	2	0	0
Zhejiang Sci-Tech University	4	2	0
Shenzhen University	13	5	6
Tsinghua University	7	1	8
Fudan University	5	0	10
Hunan Normal University	10	3	0
Huazhong University of Science & Technology	1	0	0
Central China Normal University	4	2	5
East China University of Political Science and Law	3	1	12
East China Normal University	5	3	2
East China University of Science and Technology	6	1	3
South China Normal University	5	2	3
South China University of Technology	4	1	2
Huaqiao University	178	65	7
Jimei University	2	2	0
Yunnan University	3	1	0
Xiamen University	17	11	16
Ningbo University	2	0	0
University of International Business and Economics	3	2	5

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
Jinan University	686	281	69
Fuzhou University	4	1	0
Fujian University of Traditional Chinese Medicine	3	2	0
Fujian Normal University	4	6	0
Shaoguan University	2	1	0
Guangzhou University	14	5	1
Guangzhou University of Chinese Medicine	229	112	107
The Guangzhou Academy of Fine Arts	3	3	3
Guangzhou Medical University	2	1	1
Guangxi University of Chinese Medicine	24	6	1
Guangdong University of Technology	1	1	1
Guangdong University of Foreign Studies	3	5	2
Guangdong University of Finance	2	0	0
Guangdong University of Finance and Economics	6	1	0
Guangdong Pharmaceutical University	1	0	0
Total	**1 797**	**744**	**515**

Annex 4

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Institution in the 2018/19 Academic Year (as at 28 February 2019)

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	17	3	6
Shanghai International Studies University	6	3	10
Shanghai Jiao Tong University	5	1	6
Shanghai Normal University	1	0	1
Shanghai University of Finance and Economics	0	0	2
Shandong University	20	6	6
Sun Yat-sen University	134	46	54
Central Academy of Fine Arts	0	0	1
Central Conservatory of Music	1	0	0
Central University of Finance and Economics	1	0	3
The Central Academy of Drama	1	0	0
Central South University	2	0	0
Zhongnan University of Economics and Law	10	2	3
Renmin University of China	10	2	6
China University of Geosciences (Wuhan)	3	0	0
China University of Political Science and Law	27	10	21
China Academy of Art	1	0	0
Communication University of China	3	3	2
Tianjin University	2	0	2
Tianjin University of Traditional Chinese Medicine	2	0	1
Peking University	12	5	22
Beijing University of Chinese Medicine	68	29	36
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	2	0	1
Beijing Institute of Fashion Technology	10	2	1
Beijing Forestry University	1	0	0
Beijing Normal University	7	6	14
Beijing Normal University, Zhuhai	19	3	1
Beijing Institute of Technology	1	0	1
Beijing University of Posts and Telecommunications	2	0	7
Beijing Language and Culture University	2	2	9
Beijing Sport University	5	2	0
Sichuan University	13	11	12
Sichuan Normal University	4	1	0
Jilin University	1	0	0

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
Tongji University	6	4	3
Chengdu University of Traditional Chinese Medicine	10	4	2
Shantou University	5	3	0
Jiangxi University of Traditional Chinese Medicine	1	1	0
Northwest University	1	0	1
Southwest University	11	2	0
Southwest University of Political Science and Law	2	0	1
Southwestern University of Finance and Economics	0	0	1
Southeast University	3	0	2
Donghua University	9	5	5
Wuhan University	15	8	29
Wuhan University of Technology	1	0	0
Southern Medical University	12	3	4
Nanjing University	3	1	10
Nanjing University of Chinese Medicine	44	16	7
Nanjing Normal University	10	8	4
Nanchang University	2	1	0
Nankai University	9	1	13
Xinghai Conservatory of Music	3	2	1
Chongqing University	3	0	2
Zhejiang University	3	0	1
Zhejiang Chinese Medical University	0	2	0
Zhejiang Normal University	3	1	0
Zhejiang Sci-Tech University	6	3	3
Hainan University	1	0	0
Shaanxi Normal University	0	1	0
Shenzhen University	11	1	4
Tsinghua University	7	3	14
Fudan University	6	0	11
Hubei University of Chinese Medicine	1	0	0
Hunan Normal University	11	3	1
Huazhong University of Science & Technology	0	0	1
Central China Normal University	5	1	5
East China University of Political Science and Law	3	0	10
East China Normal University	7	4	5
East China University of Science and Technology	8	2	2
South China Normal University	7	1	1
South China University of Technology	7	1	6
Huaqiao University	187	61	6
Jimei University	4	2	0
Yunnan University	3	0	0
Xiamen University	22	7	16
Ningbo University	3	0	0

Mainland higher education institutions	Number of students receiving full-rate "means-tested" subsidy	Number of students receiving half-rate "means-tested" subsidy	Number of students receiving "non-means-tested" subsidy
University of International Business and Economics	3	3	5
Jinan University	710	247	73
Fuzhou University	6	1	0
Fujian University of Traditional Chinese Medicine	3	2	1
Fujian Normal University	6	5	0
Shaoguan University	2	0	0
Guangzhou University	11	3	0
Guangzhou University of Chinese Medicine	210	94	119
The Guangzhou Academy of Fine Arts	6	2	3
Guangzhou Medical University	0	0	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	33	8	1
Guangdong University of Technology	1	0	0
Guangdong University of Foreign Studies	2	5	3
Guangdong University of Finance	4	1	0
Guangdong University of Finance and Economics	7	0	0
Zhengzhou University	2	1	0
Total	**1 857**	**661**	**606**

Annex 5

Mainland University Study Subsidy Scheme

Breakdown of the Number of Students Receiving Subsidies by Discipline

Discipline	Number of students receiving subsidies (including new applications and renewals)			
	2015/16 Academic Year	**2016/17 Academic Year**	**2017/18 Academic Year**	**2018/19 Academic Year**
Architecture	7	42	59	58
Arts	80	279	362	375
Business, Economics and Finance	77	550	710	701
Chinese Medicine	140	626	879	881
Communications and Journalism	24	151	158	254
Dentistry, Medicine and Veterinary Medicine	27	125	185	217
Design	19	58	80	91
Education	8	30	60	59
Engineering	12	52	49	49
Law	33	78	128	109
Performing Arts	8	10	26	27
Politics and Public Administration	10	25	45	41
Science	14	60	68	50
Tourism	7	51	86	82
Others	13	53	161	130
Total:	**479**	**2 190**	**3 056**	**3 124**

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3969)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses, (700) General non-recurrent

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Hong Kong Scholarship for Excellence Scheme (HKSES), please provide the following information:

1. Details on the regularisation of the HKSES from the 2019/20 academic year onwards, the estimated number of beneficiaries, and the estimated expenditure involved;

2. The gender profile of scholarship awardees in each of the past 4 years;

3. The names of renowned overseas universities and programmes attended by scholarship awardees, and the levels of degree obtained by them in each of the past 4 years; and

4. The average scholarship award for each student in the past 4 years.

Asked by: Hon WONG Pik-wan, Helena (LegCo internal reference no.: 66)

Reply:

1. The Hong Kong Scholarship for Excellence Scheme (HKSES), launched in November 2014, supports up to 100 local students per cohort to pursue studies in world-renowned universities outside Hong Kong with a view to grooming a top cadre of talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. The HKSES also seeks to support those students who have excellent academic achievement but lack the financial means to study in top-notch universities outside Hong Kong. Awardees will be required to complete the specific study programmes and undertake to return to Hong Kong upon graduation to work for at least 2 years or a period equivalent to the duration of receiving the

scholarship, whichever is the longer, to facilitate the long-term development of Hong Kong.

The HKSES intended to benefit 3 cohorts of students, with up to 100 students per cohort, starting from the 2015/16 academic year and then be subject to a review on its effectiveness. Since the non-recurrent commitment for the implementation of the HKSES has not been fully used up, the Government extended the HKSES for 1 more cohort in the 2018/19 academic year by using the remaining balance of the commitment in order to make the best use of public resources. A total of 2 984 applications were received and 378 awardees were selected in the first 4 cohorts (i.e. from the 2015/16 to 2018/19 academic years).

As the HKSES has been well received by the community since its launch, the Government has regularised the HKSES from the 2019/20 academic year (i.e. the fifth cohort) to continue supporting up to 100 students per cohort to pursue studies in world-renowned universities outside Hong Kong. After reviewing the implementation of the HKSES in the first 4 cohorts, the Education Bureau has enhanced the HKSES from the 2019/20 academic year by raising the ceiling for the non-means-tested scholarship from $250,000 to $300,000 per student per annum. Moreover, for awardees pursuing doctoral degree programmes, the maximum scholarship duration will be relaxed from 2 years to the minimum years required to complete the programmes. With reference to the expenditure in the first 4 cohorts, the estimated expenditure on the HKSES for the 2019-20 financial year will be $57 million.

2. The gender profile of awardees from the 2015/16 to 2018/19 academic years is as follows:

Academic Year	**No. of awardees**		**Total**
	Male	**Female**	
2015/16	47	45	92
2016/17	41	52	93
2017/18	43	54	97
2018/19	50	46	96

3. The universities outside Hong Kong and programmes attended by the awardees of the 2015/16, 2016/17, 2017/18 and 2018/19 academic years, and the levels of degree obtained by them are available at:
https://hkses.edb.gov.hk/en/list-of-awardees-1516.html,
https://hkses.edb.gov.hk/en/list-of-awardees-1617.html,
https://hkses.edb.gov.hk/en/list-of-awardees-1718.html, and
https://hkses.edb.gov.hk/en/list-of-awardees-1819.html.

4. The average annual amount of scholarship awarded to an awardee during the scholarship period from the 2015/16 to 2018/19 academic years is $205,000.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4328)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide in table form the respective expenditures involved in recovering student loans in arrears by the Working Family and Student Financial Assistance Agency (WFSFAA), as well as the numbers of defaulters, the average debt age and the amounts in arrears in the past 5 years.

2. What are the numbers of defaulters whose debts are still being recovered by the WFSFAA, the average debt age and average amounts in arrears as at the end of 2019? What is the estimated expenditure for recovering student loans in arrears by the WFSFAA in 2019-20?

3. Please provide in table form the respective numbers of loan borrowers who are repaying their loans, the average outstanding amounts and the average repayment periods per loan borrower as well as the total outstanding amounts in the past 5 years.

Year	Financial assistance scheme	Number of loan borrowers repaying their loans	Average annual loan principal repaid per loan borrower	Average annual amount of interest paid per loan borrower	Average repayment period per loan borrower	Total outstanding amounts of all loan borrowers
2013-2014	Tertiary Student Finance Scheme - Publicly-funded					

Year	Financial assistance scheme	Number of loan borrowers repaying their loans	Average annual loan principal repaid per loan borrower	Average annual amount of interest paid per loan borrower	Average repayment period per loan borrower	Total outstanding amounts of all loan borrowers
	Programmes (TSFS)					
	Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)					
	Financial Assistance Scheme for Post-secondary Students (FASP)					
	Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)					
	Extended Non-means-tested Loan Scheme (ENLS)					
2014-2015	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2015-2016	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2016-2017	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2017-2018	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 72)

Reply:

1.&2. The expenditure involved in recovering student loans, the numbers of default cases and average amounts in default in the 2013/14 to 2017/18 academic years are as follows –

	Academic Year				
	2013/14	**2014/15**	**2015/16**	**2016/17**	**2017/18**
Expenditure involved in recovering student loans[§] ($ million)	24.3	27.6	28.8	32.2	35.7
Number of default cases[#]					
(i) in which the Student Finance Office (SFO) of the WFSFAA had initiated recovery action against the defaulters and the indemnifiers concerned	4 089	2 491	2 713	2 489	2 599
(ii) in which legal recovery action had been initiated[^]	9 847	9 889	9 482	8 840	8 114
Total	13 936	12 380	12 195	11 329	10 713
Amount in default[~] ($ million)	224.08	202.85	191.53	177.12	159.34
Average amount in default ($)	16,079	16,385	15,706	15,634	14,874

§ Mainly for salaries provision for staff members (including civil servants and non-civil service contract (NCSC) staff of the SFO and the Department of Justice (DoJ)) involved in the work.

The numbers of default cases in the 2013/14 to 2017/18 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2014, 31 July 2015, 31 July 2016, 31 July 2017 and 31 July 2018) respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

^ The figures include those cases referred to the DoJ and filed directly to the Small Claims Tribunal (SCT), loan borrowers had been declared bankrupt/applied for Individual Voluntary Arrangement (IVA) or deferment applications/write-off applications were being processed by the SFO.

~ The amounts in default are the total amounts of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising as at the end of the respective academic years.

We do not maintain information on the average debt age of default cases. Information on the numbers of default cases by debt age[+] in the 2013/14 to 2017/18 academic years are set out as follows –

	Academic Year				
	2013/14	**2014/15**	**2015/16**	**2016/17**	**2017/18**
Number of default cases by debt age[+]					
(i) Within 1 year	3 989	2 491	2 713	2 489	2 599
(ii) 1 year or above	100	0	0	0	0
Total	4 089	2 491	2 713	2 489	2 599

+ The figures exclude default cases in which legal recovery action had been initiated, including those cases referred to the DoJ and filed directly to the SCT, loan borrowers had been declared

bankrupt/applied for IVA or deferment applications/write-off applications were being processed by the SFO.

In the 2019/20 academic year, the estimated expenditure involved in recovering defaulted student loans is $39.3 million. It is mainly for salaries provision for staff members (including civil servants and NCSC staff of both the SFO and the DoJ) involved in the work.

3. In the 2013/14 to 2017/18 academic years, the respective numbers of loan repayment accounts, the average annual amounts of loan principal repaid, the average annual amounts of interest paid, the repayment period and the amounts of outstanding loan principal under repayment under the TSFS, NLSFT, FASP, NLSPS and ENLS are set out as follows –

Academic year	**Financial assistance scheme**	**Number of loan repayment accounts**	**Average annual loan principal repaid ($)**	**Average annual amount of interest paid ($)**	**Average repayment period**	**Amount of outstanding loan principal under repayment ($ million)**
2013/14	TSFS	25 446	9,675.93	296.87	Standard repayment period is 15 years *	785.81
	NLSFT	22 246	8,798.39	1,261.29		862.29
	FASP	24 753	5,413.59	186.42		704.81
	NLSPS	28 876	10,697.36	1,683.50		1,904.71
	ENLS	66 104	5,724.42	802.89		1,882.32
2014/15	TSFS	24 453	8,829.44	316.61	Standard repayment period is 15 years *	829.93
	NLSFT	22 594	8,890.11	1,198.51		909.61
	FASP	26 599	5,603.76	208.50		798.80
	NLSPS	32 548	10,501.85	1,544.00		2,117.00
	ENLS	64 318	5,763.35	796.93		1,902.74
2015/16	TSFS	23 756	7,949.28	340.69	Standard repayment period is 15 years *	883.27
	NLSFT	23 771	8,610.64	1,076.06		1,010.96
	FASP	26 959	5,383.98	235.86		865.40
	NLSPS	35 467	9,797.15	1,386.01		2,318.04
	ENLS	62 602	5,476.44	715.06		1,918.18
2016/17	TSFS	23 338	7,382.01	370.48	Standard repayment period is 15 years *	956.74
	NLSFT	25 228	9,026.96	1,073.47		1,166.45
	FASP	26 139	5,303.54	269.85		926.44
	NLSPS	38 358	10,270.95	1,416.02		2,627.34
	ENLS	60 132	5,826.04	742.65		1,904.42
2017/18	TSFS	22 917	7,187.34	401.84	Standard repayment period is 15 years *	1,024.92
	NLSFT	27 121	9,098.63	1,028.55		1,346.39
	FASP	25 347	5,236.98	309.79		982.16
	NLSPS	42 161	10,306.09	1,347.00		2,994.21
	ENLS	57 745	6,018.67	739.17		1,953.51

* 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 the TSFS and FASP were required to repay their loans by 20 quarterly instalments in 5 years while those under the NLSFT,

NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5110)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme, (2) Working Family Allowance and Individual-based Work Incentive Transport Subsidy

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding its work in relation to the Code on Access to Information, will the Administration advise this Committee on the following:

1) concerning the requests for information under the Code on Access to Information received by the Working Family and Student Financial Assistance Agency for which only some of the required information was provided, please state in table form: (i) the content of the requests for which only some of the required information was provided; (ii) the reasons for providing some of the information only; and (iii) how the requests were eventually handled.

Year

(i) Content of the requests for which only some of the required information was provided	(ii) Reasons for providing some of the information only	(iii) How the requests were eventually handled

2) concerning the requests for information under the Code on Access to Information received by the Working Family and Student Financial Assistance Agency for which the required information was not provided, please state in table form: (i) the content of the requests refused; (ii) the reasons for refusal; and (iii) how the requests were eventually handled.

Year

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) How the requests were eventually handled

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 126)

Reply:

Among the requests for information under the Code on Access to Information received by the Working Family and Student Financial Assistance Agency from January to September 2018, there were no requests for which only some of the required information was provided or the required information was not provided.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4567)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please provide the respective numbers of needy children in various districts who benefited from the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) administered by the Working Family and Student Financial Assistance Agency in the past 3 years, as well as the financial resources involved.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 55)

Reply:

In the 2016/17 to 2018/19 school years, the numbers of beneficiaries and the total amounts of subsidy disbursed under the KCFRS by school district are at Annex.

Annex

Number of beneficiaries and total amount of subsidy disbursed under the KCFRS
By school district from the 2016/17 to 2018/19 school years

(A) Number of beneficiaries under the KCFRS			
School district	2016/17 school year	2017/18 school year*	2018/19 school year* (as at 31 January 2019)
Central & Western	684	462	385
Eastern	2 401	1 568	1 353
Islands	834	701	667
Southern	982	660	625
Wan Chai	361	241	203
Kowloon City	2 177	1 485	1 343
Kwun Tong	4 532	3 094	3 001
Sai Kung	2 067	1 300	1 173
Sham Shui Po	2 869	1 622	1 520
Wong Tai Sin	2 728	2 058	1 885
Yau Tsim Mong	1 619	942	873
North	2 419	1 246	1 292
Sha Tin	2 973	1 635	1 607
Tai Po	1 382	783	712
Kwai Tsing	4 104	2 279	2 190
Tsuen Wan	1 491	977	876
Tuen Mun	3 826	2 188	2 033
Yuen Long	4 083	2 147	2 084
Total	**41 532**	**25 388**	**23 822**
(B) Subsidy disbursed under the KCFRS			
Total amount of subsidy ($ million)	**616.0**	**276.0**	**147.9**

* The Pre-primary Education Voucher Scheme has been replaced by the kindergarten education scheme starting from the 2017/18 school year. The numbers of beneficiaries under the KCFRS in the 2017/18 and 2018/19 school years do not include students who passed the means test but needed not pay school fees under the kindergarten education scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6675)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes

(202) Non-means-tested loan scheme

(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding 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 (NLS), please provide the respective amounts of outstanding loan principal which have not yet been repaid by loan borrowers and the numbers of cases involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1449)

Reply:

As at 31 January 2019, the numbers of loan repayment accounts and the amounts of outstanding loan principal under repayment under TSFS, FASP and NLS (comprising the Non-means-tested Loan Scheme for Full-time Tertiary Students, the Non-means-tested Loan Scheme for Post-secondary Students and the Extended Non-means-tested Loan Scheme) are as follows –

(A) TSFS	
Number of loan repayment accounts	22 439
Amount of outstanding loan principal under repayment ($ million)	995
(B) FASP	
Number of loan repayment accounts	24 058
Amount of outstanding loan principal under repayment ($ million)	926
(C) NLS	
Number of loan repayment accounts	130 910
Amount of outstanding loan principal under repayment ($ million)	6,883

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6679)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please provide the actual expenditure on the "administrative costs" in respect of the Financial Assistance Scheme for Post-Secondary Students (FASP), the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS) and the Non-means-tested Loan Schemes (NLS) in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1453)

Reply:

The expenditure involved in processing applications under the FASP, TSFS and NLS in the 2014/15 to 2018/19 (as at 31 January 2019) academic years is as follows:

Academic Year	**Expenditure involved ($ million)**		
	FASP	**TSFS**	**NLS**
2014/15	36.2	38.8	33.0
2015/16	42.3	43.8	34.9
2016/17	50.0	47.2	35.2
2017/18	51.6	51.4	36.9
2018/19*	41.1	44.0	32.7

* As at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7148)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance

(101) Means-tested loan for tertiary students pursuing publicly-funded programmes

(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please set out the respective numbers and percentages of applicants from families in receipt of the Comprehensive Social Security Assistance (CSSA) under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) in the past 5 years.
2. Please set out the situation of application for financial assistance under the TSFS and FASP by students from CSSA families and the assistance items involved in the past 5 years.
3. Please set out the situation of application for financial assistance under the TSFS and FASP by students from CSSA families and the amount of funding involved in the past 5 years.
4. Please set out the numbers of successful TSFS and FASP applicants from CSSA families who were granted the hostel subsidy for needy undergraduates provided by the Community Care Fund (CCF) since 2014, and the amount of funding involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3908)

Reply:

1.-3. All applicants from families in receipt of the CSSA are eligible for financial assistance in the form of full grants and loans under respective schemes. In the 2014/15 to 2018/19 academic years, the numbers and percentages of successful applicants from CSSA families under the TSFS and FASP, the numbers of these applicants disbursed with grants and loans, and the total amounts of grants and loans disbursed are as follows:

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
TSFS					
(a) Number of successful applicants	26 802	25 172	23 364	21 724	18 257
(b) Number of successful applicants from CSSA families (%)	5 163 (19.3%)	4 772 (19.0%)	4 443 (19.0%)	4 160 (19.1%)	3 877 (21.2%)
(c) Number of applicants in (b) disbursed with grants	5 163	4 772	4 443	4 160	3 877
(d) Total amount of grants disbursed to applicants in (c) ($ million)	249.46	232.63	216.97	203.53	191.62
(e) Number of applicants in (b) disbursed with loans	1 562	1 368	1 160	1 088	877
(f) Total amount of loans disbursed to applicants in (e) ($ million)	63.39	57.77	53.35	50.80	42.15
FASP					
(a) Number of successful applicants	23 002	22 106	20 236	18 024	14 337
(b) Number of successful applicants from CSSA families (%)	5 000 (21.7%)	4 643 (21.0%)	4 344 (21.5%)	4 060 (22.5%)	3 771 (26.3%)
(c) Number of applicants in (b) disbursed with grants	5 000	4 643	4 344	4 060	3 771
(d) Total amount of grants disbursed to applicants in (c) ($ million)	295.87	281.81	270.19	235.85#	194.27#
(e) Number of applicants in (b) disbursed with loans	1 576	1 300	1 202	1 138	876
(f) Total amount of loans disbursed to applicants in (e) ($ million)	63.76	55.44	55.63	53.68	42.60

***** As at 31 January 2019

\# The total amount of grants disbursed had dropped mainly due to a lower demand for grants to meet tuition fees from some applicants who had benefited from the tuition fee subsidy introduced under the Non-means-tested Subsidy Scheme in 2017.

4. In the 2014/15 to 2018/19 academic years, the numbers of CSSA applicants under the TSFS and FASP who received the hostel subsidy funded by the CCF and the amounts of subsidy are as follows:

	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19@**
TSFS					
Number of applicants from CSSA families disbursed with hostel subsidy	1 001	1 015	913	908	735
Amount of hostel subsidy disbursed to applicants from CSSA families ($ million)	7.10	7.54	7.15	7.24	3.32
FASP					
Number of applicants from CSSA families disbursed with hostel subsidy	25	77	90	111	80
Amount of hostel subsidy disbursed to applicants from CSSA families ($ million)	0.17	0.49	0.61	0.81	0.37

@ The figures show the number of applicants from CSSA families disbursed with the hostel subsidy and the amounts of subsidy for the first term of the 2018/19 academic year. The subsidy for the second term will be disbursed around July 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7204)

Head: (173) Working Family And Student Financial Assistance Agency

Subhead (No. & title): (700) General non-recurrent

Item 807 One-off support grant for needy students in the 2019/20 School Year

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

What are the estimated expenditure and work plan for the new item of "One-off support grant for needy students in the 2019/20 School Year"? Why does its funding need to be sought from the Legislative Council in the context of the Appropriation Bill 2019 instead of independently from the Finance Committee of the Legislative Council?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3012)

Reply:

Providing an additional one-off grant of $2,500 to each student in need is one of the measures proposed in the 2019-20 Budget to relieve people's burden. Students from pre-primary to post-secondary level who apply for and are assessed as eligible for any means-tested financial assistance provided by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the 2019/20 school year will each be given the one-off grant of $2,500. Eligible students do not have to apply to SFO for the grant. The estimated number of students who will benefit from the one-off grant to be disbursed by SFO is around 290 000, including approximately 40 000 pre-school children, 210 000 primary and secondary school students, and 40 000 post-secondary students. The estimated expenditure is about $725 million. Subject to the approval of the funding proposal by the Legislative Council (LegCo), SFO plans to disburse the grant to eligible applicants through autopay starting from the third quarter of 2019.

To include funding proposals for commitments under the General Revenue Account, including the proposed creation of a commitment item or increase in the approved commitment, into the Draft Estimates for scrutiny and approval by LegCo in the context of

the Appropriation Bill is not a new arrangement, as the Government did brief the Finance Committee of LegCo on such an arrangement in early 2015. Information on the proposal to provide a one-off support grant to students in need was submitted to the LegCo Panel on Welfare Services in April 2019. We have also included the necessary provision for the proposal under the respective head and subhead of expenditure, and provided appropriate details in the controlling officer's report for Members' scrutiny.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7263)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please provide information on the following item related to children:

the respective numbers of families in receipt of full grant, half grant and 3/4 grant under various student financial assistance schemes.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 2632)

Reply:

The respective numbers of families in receipt of full grant, 3/4 grant (if applicable) and half grant under various student financial assistance schemes by education level from pre-primary to secondary level in the 2018/19 school year (as at 31 January 2019) are as follows:

Financial assistance schemes by education level	**Number of families in receipt of financial assistance***		
	full grant (100%)	3/4 grant (75%)	half grant (50%)
Pre-primary level	18 689	3 029	12 860
Primary and secondary level	93 305	Not applicable	60 008

* For families with more than one child receiving financial assistance under various schemes at different education levels, they are counted in the respective schemes simultaneously.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4538)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the student financial assistance schemes administered by the Agency, will the Government advise this Committee on the following:

(a) In the past 3 years, what were the total numbers of student loan default cases? Please reply using the table below.

2016/17 Academic Year			
Scheme	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS)			
Financial Assistance Scheme for Post-secondary Students (FASP)			
Non-means-tested Loan Schemes (NLS)			
2017/18 Academic Year			
Scheme	No. of default cases	Amount in default	No. of recovered cases

TSFS			
FASP			
NLS			
2018/19 Academic Year			
Scheme	No. of default cases	Amount in default	No. of recovered cases
TSFS			
FASP			
NLS			

(b) In the past 3 years, what were the total numbers of applications for deferment of loan repayment or writing off of the loans on the ground of loss of earning capacity?

(c) What was the expenditure involved in recovering defaulted student loans in the Agency last year? Has the Agency set any target for the number of recovered cases in future? If yes, what is the target? What are the specific measures put in place to achieve this target?

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 82)

Reply:

(a) Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases. The numbers of student loan default cases, the amounts in default and the numbers of recovered cases under the TSFS, FASP and NLS in the past 3 academic years are as follows –

	Academic Year		
	2016/17	**2017/18**	**2018/19***
TSFS			
Number of default cases [#]			
(i) in which the Student Finance Office (SFO) of the Agency had initiated recovery action against the defaulters and the indemnifiers concerned	195	212	223
(ii) in which legal recovery action had been initiated^	911	839	780
Sub-total	1 106	1 051	1 003
Amount in default ($ million)	23.98	21.16	19.66
Number of recovered cases[@]	905	914	613
FASP			
Number of default cases [#]			
(i) in which the SFO of the Agency had initiated recovery action against the defaulters and the indemnifiers concerned	348	364	368

	Academic Year		
	2016/17	**2017/18**	**2018/19***
(ii) in which legal recovery action had been initiated^	970	903	859
Sub-total	1 318	1 267	1 227
Amount in default ($ million)	15.70	14.21	13.61
Number of recovered cases@	1 675	1 492	930
NLS			
Number of default cases #			
(i) in which the SFO of the Agency had initiated recovery action against the defaulters and the indemnifiers concerned	1 946	2 023	1 896
(ii) in which legal recovery action had been initiated^	6 959	6 372	6 058
Sub-total	8 905	8 395	7 954
Amount in default ($ million)	137.44	123.97	120.18
Number of recovered cases@	7 848	7 813	4 971
Total			
Number of default cases #			
(i) in which the SFO of the Agency had initiated recovery action against the defaulters and the indemnifiers concerned	**2 489**	**2 599**	**2 487**
(ii) in which legal recovery action had been initiated^	**8 840**	**8 114**	**7 697**
Sub-total	**11 329**	**10 713**	**10 184**
Amount in default ($ million)	**177.12**	**159.34**	**153.45**
Number of recovered cases@	**10 428**	**10 219**	**6 514**

* As at 31 January 2019

\# The numbers of default cases in the 2016/17 to 2018/19 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2017 and 31 July 2018) and 31 January 2019 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

^ The figures include those cases referred to the Department of Justice and filed directly to the Small Claims Tribunal, loan borrowers had been declared bankrupt/applied for Individual Voluntary Arrangement (IVA) or deferment applications/write-off applications were being processed by the SFO.

@ 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 had responded to the loan recovery actions of the SFO within that academic year.

(b) In the past 3 academic years, the numbers of applications for deferment of loan repayment on the ground of serious illness and writing off of the loans on the ground of permanent disability are as follows –

Scheme	Academic Year					
	2016/17		2017/18		2018/19*	
	Number of deferment applications	Number of write-off applications	Number of deferment applications	Number of write-off applications	Number of deferment applications	Number of write-off applications
TSFS	1	0	0	0	2	0
FASP	2	0	0	0	0	0
NLS	0	2	0	1	2	1
Total	**3**	**2**	**0**	**1**	**4**	**1**

Note: Each application for deferment or write-off may involve more than one loan repayment account of one or more financial assistance scheme(s).

* As at 31 January 2019

(c) In the 2018/19 academic year, the estimated expenditure involved in recovering defaulted student loans is $36.4 million, which is mainly for salary provision for staff members involved in the work.

As student loans are funded by public money, the SFO endeavours to make every effort to recover the outstanding loans from the defaulters and their indemnifiers. The SFO has not set a specific target on the number of cases to be recovered. Through the concerted efforts of the SFO in recent years, the overall default rate in relation to the number of loan repayment accounts has dropped considerably from 12.45% at the end of the 2009/10 academic year (i.e. 31 July 2010) to 5.74% in the 2018/19 academic year (as at 31 January 2019). The number of default cases in which the SFO had initiated recovery action against the defaulters and the indemnifiers concerned has also reduced significantly by 79.0% from 11 855 at the end of the 2009/10 academic year to 2 487 in the 2018/19 academic year (as at 31 January 2019), notwithstanding an increase in the number of loan repayment accounts by 27.2% (from about 139 500 to 177 400) over the same period. In the 2018/19 academic year (as at 31 January 2019), all default cases (excluding cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt/applied for IVA or deferment applications were being processed by the SFO) were of debt age within one year. The SFO will take appropriate recovery action to urge the defaulters and their indemnifiers to repay the outstanding loans.

In the 2019/20 academic year, apart from continuing with the concerted efforts to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner, the SFO will continue to implement enhanced measures to prevent loan borrowers from becoming defaulters through sending SMS messages to remind them of timely repayment and settlement of the arrears, and appeal to them to approach the SFO for assistance if they have genuine financial difficulties. In addition, the SFO will further strengthen education and promotion of prudent financial and credit management and responsible borrowing to students on all fronts through its website, enhance collaboration with tertiary education institutions and related organisations (such as the Investor and Financial Education Council), and disseminate

more publicity materials pertinent to financial education to loan applicants and loan repayers at different junctures. The above measures should help student loan borrowers better manage their personal finance and encourage them to seek assistance from the SFO at an earlier stage when they have difficulty in repaying the student loans. This will in turn further reduce the number of default cases, the default rate and the debt age of default cases.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4009)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes

(202) Non-means-tested loan scheme

(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of bankruptcy applications due to an inability to repay loans under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Financial Assistance Scheme for Post-secondary Students (FASP) and the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) in each of the past 5 years, and set out the information by scheme.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 7)

Reply:

The numbers of bankruptcy applications (reasons for applications concerned not necessarily related to student loans) involving students receiving financial assistance under the TSFS, FASP, NLSFT and NLSPS in the 2014/15 to 2018/19 academic years are as follows:

Financial Assistance Scheme	**Academic Year**				
	2014/15^	**2015/16^**	**2016/17^**	**2017/18**	**2018/19***
TSFS	18	18	21	13	3
FASP	50	40	39	30	9
NLSFT	19	13	18	12	7
NLSPS	59	55	70	53	11
Total	**146**	**126**	**148**	**108**	**30**

* As at 31 January 2019

^ The figures for the 2014/15, 2015/16 and 2016/17 academic years have been revised as notifications of bankruptcy applications from the bankrupts or the Official Receiver's Office were received after the respective academic years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5865)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes

(202) Non-means-tested loan scheme

(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

What is the average amount of student loan debts owed by university graduates to the Student Finance Office (SFO)? To help the "n-have nots" young people, will the Government consider buying back these debts from SFO"?

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 182)

Reply:

Based on the information of student loan borrowers who commenced loan repayment in the 2017/18 academic year, the average loan amounts by financial assistance scheme are as follows –

Scheme	Average loan amount^^($)
(A) Tertiary Student Finance Scheme - Publicly-funded programmes (TSFS)	71,207
(B) Financial Assistance Scheme for Post-secondary Students (FASP)	60,824
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students	88,676
(D) Non-means-tested Loan Scheme for Post-secondary Students	116,824
(E) Extended Non-means-tested Loan Scheme	73,823

^^ The average loan amount is calculated based on the total amount of loans disbursed to the student loan borrowers upon their commencement of repayment in the 2017/18 academic year.

Information on the average loan amount of student loan borrowers who commenced loan repayment in the 2018/19 academic year is not yet available.

The Government reviews the student loan repayment arrangements from time to time so as to ensure that students are provided with appropriate support. To alleviate the financial burden of student loan borrowers, the Government has lowered the interest rate of the living expenses loan under the TSFS and FASP from 2.5% to 1% per annum (interest free during the study period) since the 2012/13 academic year. The standard repayment period has also been extended from 5 years to 15 years. To tie in with the arrangements of means-tested loan schemes, the standard repayment period of the 3 non-means-tested loan schemes has also been extended from 10 years to 15 years since the 2012/13 academic year. The prevailing interest rate is 1.257% per annum. Regarding the information of student loan borrowers who commenced loan repayment in the 2017/18 academic year as tabulated above, the average monthly repayment amounts are $426, $364, $551, $726 and $452 respectively.

In addition, to ease the financial burden of loan borrowers upon graduation and to allow them more time to seek a stable job, loan borrowers are given the option of starting the student loan repayment 1 year upon completion of their studies. Loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, serious illnesses or further full-time studies may apply for a deferment of loan repayment. If their deferment applications are approved, a maximum of 2 years' interest-free extension of the loan repayment period can be allowed, which means that the entire repayment period can be extended up to 17 years.

These measures can appropriately alleviate the repayment burden of student loan borrowers. The Government has no plans to waive the repayment of student loans disbursed under various financial assistance schemes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5866)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the loan schemes of the Student Finance Office, please set out the interest received in the past 5 years by financial assistance scheme:

1. the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS);
2. the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT);
3. the Financial Assistance Scheme for Post-secondary Students (FASP);
4. the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS); and
5. the Extended Non-means-tested Loan Scheme (ENLS).

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 184)

Reply:

The total amounts of interest received under the TSFS, NLSFT, FASP, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Programme	**Academic Year**				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19***
	($ million)				
TSFS	7.74	8.09	8.65	9.21	4.83
NLSFT	27.07	25.58	27.08	27.90	15.02
FASP	5.55	6.36	7.05	7.85	4.18
NLSPS	50.25	49.16	54.32	56.79	29.33
ENLS	51.25	44.76	44.66	42.68	19.88
Total	**141.86**	**133.95**	**141.76**	**144.43**	**73.24**

* As at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7172)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the applications from students under the loan schemes managed by the Student Finance Office, please provide the administrative fees collected and the purpose of charging such a fee by scheme in the past 5 years:

1. Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)
2. Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)
3. Financial Assistance Scheme for Post-secondary Students (FASP)
4. Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)
5. Extended Non-means-tested Loan Scheme (ENLS)

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 183)

Reply:

The TSFS and FASP provide low-interest loans for tertiary/post-secondary students who pass the means test to cover their living expenses. Student-applicants are not required to pay any administrative fees for the loans.

The Non-means-tested Loan Schemes (NLS)* mainly provide low-interest loans to students who fail to or do not wish to go through the means test to cover their tuition fees. NLS operate on a no-gain-no-loss and cost recovery basis. The administrative fees collected under the NLS in the 2014/15 to 2018/19 academic years are as follows –

	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19#
Administrative fees collected ($m)	29.5	29.6	30.4	31.9	18.8

* Including the NLSFT, NLSPS and ENLS

\# As at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3869)

Head:	(173) Working Family and Student Financial Assistance Agency
	(254) Loans to Students
Subhead (No. & title):	(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
	(102) Non-means-tested loan scheme
	(103) Means-tested loan for post-secondary students
	(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
	(202) Non-means-tested loan scheme
	(203) Means-tested loan for post-secondary students
Programme:	(1) Student Assistance Scheme
Controlling Officer:	Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)
Director of Bureau:	Secretary for Education

Question:

To assist students in pursuing further studies, the Working Family and Student Financial Assistance Agency (WFSFAA) has set up 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 (NLS). Under the NLS, there are the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and Extended Non-means-tested Loan Scheme (ENLS). In this connection, please advise this Committee of the following:

(a) For the 2017/18 and 2018/19 academic years, the actual number of applications and the revised estimate of the number of applications for the NLS are 39 888 and 41 047 respectively. Of them, what are the respective numbers of applications for the NLSFT, NLSPS and ENLS? Please provide a breakdown of the numbers of applications by year for the past 10 years.

(b) Please provide the changes of annual interest rates of the above loan schemes by year in table form in the past 10 years.

(c) Please provide the amounts of loans disbursed, the amounts of repayments settled, the amounts of repayments demanded and the amounts in default of the above loan schemes by year in table form in the past 10 years; and

(d) Please provide the numbers of applications approved, the numbers of early repayments in full and the numbers of defaulters of the above loan schemes by year in table form in the past 10 years.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 25)

Reply:

(a)(i) The actual numbers of applications under the NLSFT, NLSPS and ENLS in the 2017/18 academic year and the revised estimate of the numbers of applications under these schemes in the 2018/19 academic year are as follows –

	Actual Number of Applications in the 2017/18 Academic Year	**Revised Estimate of Number of Applications in the 2018/19 Academic Year**
NLSFT	15 684	17 474
NLSPS	17 125	16 473
ENLS	7 079	7 100
Total	**39 888**	**41 047**

(ii) The numbers of applications under the NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	**Number of Applications**			
	NLSFT	**NLSPS**	**ENLS**	**Total**
2014/15	12 746	19 250	7 287	**39 283**
2015/16	14 471	20 752	6 883	**42 106**
2016/17	15 337	20 996	6 908	**43 241**
2017/18	15 684	17 125	7 079	**39 888**
2018/19*	15 711	15 208	5 214	**36 133**

* As at 31 January 2019

(b) Starting from 1 July 2012, the interest rate of the TSFS and FASP is 1% per annum. As for the NLSFT, NLSPS and ENLS, the interest rates in the 2014/15 to 2018/19 academic years are as follows –

Effective Date	**Interest Rate Per Annum**
1 June 2013	1.395%
1 June 2015	1.282%
1 June 2017	1.132%
1 October 2018	1.216%
1 November 2018	1.257%

(c)(i) The total amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	Total Amount of Loans Disbursed ($ million)				
	TSFS	FASP	NLSFT	NLSPS	ENLS
2014/15	239.14	200.42	398.59	708.04	353.45
2015/16	218.16	180.10	425.23	792.14	347.38
2016/17	210.82	180.49	446.79	827.93	366.39
2017/18	192.39	168.31	465.91	701.90	388.98
2018/19*	142.81	114.56	452.96	539.28	240.87

* As at 31 January 2019

(ii) The total repayment amounts demanded and settled under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
	($ million)					
2014/15						
Total amount demanded	223.75	192.15	234.25	444.40	439.20	**1,533.75**
Total amount settled #	217.30	173.67	226.81	392.03	413.40	**1,423.21**
2015/16						
Total amount demanded	196.51	176.34	237.64	424.28	403.10	**1,437.87**
Total amount settled #	192.12	166.10	232.62	395.81	381.60	**1,368.25**
2016/17						
Total amount demanded	179.40	162.62	255.14	454.79	395.26	**1,447.21**
Total amount settled #	176.43	156.42	251.76	435.84	378.39	**1,398.84**
2017/18						
Total amount demanded	174.63	154.27	275.18	493.09	383.58	**1,480.75**
Total amount settled #	171.17	147.69	271.38	473.41	368.04	**1,431.69**
2018/19*						
Total amount demanded	82.82	74.06	159.06	282.88	194.98	**793.80**
Total amount settled #	78.48	69.52	146.90	244.16	167.17	**706.23**

\# The figures denote the total amounts settled in respect of the demand notes issued in a particular academic year. These include the amounts settled in the academic year concerned and in subsequent years (up to 31 January 2019).

* As at 31 January 2019

(iii) The amounts in default^ under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	Amount in Default ($ million)					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
2014/15	29.48	17.88	18.57	53.57	83.35	**202.85**
2015/16	26.48	16.98	17.27	51.79	79.01	**191.53**
2016/17	23.98	15.70	15.60	48.30	73.54	**177.12**
2017/18	21.16	14.21	13.70	44.36	65.91	**159.34**
2018/19*	19.66	13.61	13.23	43.49	63.46	**153.45**

^ The amounts in default are the total amounts of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising as at the end of the respective academic years.

* As at 31 January 2019

(d)(i) The numbers of students receiving loans under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	Number of Students Receiving Loans				
	TSFS	**FASP**	**NLSFT**	**NLSPS**	**ENLS**
2014/15	7 624	6 076	10 344	12 359	6 637
2015/16	6 623	5 081	10 974	13 307	6 327
2016/17	5 742	4 643	11 504	13 702	6 338
2017/18	5 060	4 218	11 917	12 863	6 430
2018/19*	3 655	2 776	11 476	11 048	4 665

* As at 31 January 2019

(ii) The numbers of default cases^ under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year*	Number of Default Cases					
	TSFS	**FASP**	**NLSFT**	**NLSPS**	**ENLS**	**Total**
2014/15	1 255	1 419	1 085	2 455	6 166	**12 380**
2015/16	1 192	1 397	1 077	2 470	6 059	**12 195**
2016/17	1 106	1 318	991	2 355	5 559	**11 329**
2017/18	1 051	1 267	965	2 287	5 143	**10 713**
2018/19	1 003	1 227	882	2 213	4 859	**10 184**

^ Cases with 2 or more consecutive overdue quarterly instalments / 6 or more consecutive overdue monthly instalments are regarded as default cases.

* The numbers of default cases in the 2014/15 to 2018/19 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2015, 31 July 2016, 31 July 2017, 31 July 2018) and 31 January 2019 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

We do not maintain information on the number of early repayments in full under the TSFS, FASP, NLSFT, NLSPS and ENLS for the past 5 years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3879)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes

(102) Non-means-tested loan scheme

(103) Means-tested loan for post-secondary students

(201) Means-tested loan for tertiary students pursuing publicly-funded programmes

(202) Non-means-tested loan scheme

(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding (a) the means-tested loans for tertiary students pursuing publicly-funded programmes, (b) the means-tested loans for post-secondary students and (c) the non-means-tested loan schemes, please set out (i) the amounts of loans disbursed, (ii) the amounts of loans repaid, (iii) the interest rates and (vi) the amounts of interest in the past 7 financial years.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 37)

Reply:

As applications for 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 are received on an academic year basis, the statistical figures of these schemes are also maintained on the basis of an academic year instead of a financial year.

(i) The total amounts of loans disbursed under the TSFS, FASP, Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and Extended Non-means-tested Loan Scheme (ENLS) in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	Total Amount of Loans Disbursed ($ million)				
	TSFS	**FASP**	**NLSFT**	**NLSPS**	**ENLS**
2014/15	239.14	200.42	398.59	708.04	353.45
2015/16	218.16	180.10	425.23	792.14	347.38
2016/17	210.82	180.49	446.79	827.93	366.39
2017/18	192.39	168.31	465.91	701.90	388.98
2018/19*	142.81	114.56	452.96	539.28	240.87

* As at 31 January 2019

(ii) The total amounts of loans repaid for the loan repayment accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	Total Amount of Loans Repaid ($ million)					
	TSFS	**FASP**	**NLSFT**	**NLSPS**	**ENLS**	**Total**
2014/15	224.66	155.60	227.94	392.07	421.94	**1,422.21**
2015/16	197.97	152.73	230.26	396.63	387.60	**1,365.19**
2016/17	181.86	146.94	254.81	448.29	394.99	**1,426.89**
2017/18	174.99	141.87	274.66	491.31	390.23	**1,473.06**
2018/19*	82.56	66.85	153.79	264.49	188.08	**755.77**

* As at 31 January 2019

(iii) Starting from 1 July 2012, the interest rate of the TSFS and FASP is 1% per annum. As for the NLSFT, NLSPS and ENLS, the interest rates in the 2014/15 to 2018/19 academic years are as follows –

Effective Date	Interest Rate Per Annum
1 June 2013	1.395%
1 June 2015	1.282%
1 June 2017	1.132%
1 October 2018	1.216%
1 November 2018	1.257%

(iv) The total amounts of interest paid for the loan repayment accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2014/15 to 2018/19 academic years are as follows –

Academic Year	Total Amount of Interest Paid ($ million)					
	TSFS	**FASP**	**NLSFT**	**NLSPS**	**ENLS**	**Total**
2014/15	7.74	5.55	27.07	50.25	51.25	**141.86**
2015/16	8.09	6.36	25.58	49.16	44.76	**133.95**
2016/17	8.65	7.05	27.08	54.32	44.66	**141.76**
2017/18	9.21	7.85	27.90	56.79	42.68	**144.43**
2018/19*	4.83	4.18	15.02	29.33	19.88	**73.24**

* As at 31 January 2019

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4454)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (700) General non-recurrent

Item 807 One-off support grant for needy students in the 2019/20 School Year

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the one-off grant of $2,500 to be provided to each student in need to support learning as mentioned in the Budget Speech, will the Government advise this Committee of the administrative expenses involved for implementing this scheme?

Asked by: Hon KWONG Chun-yu (LegCo internal reference no.: 85)

Reply:

The Government has proposed in the 2019-20 Budget that a one-off grant of $2,500 be disbursed to financially needy students. As far as the Student Finance Office of the Working Family and Student Financial Assistance Agency is concerned, the relevant work of disbursing the grant will be handled by existing staff of the Office and no additional manpower and administrative cost are required.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3355)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding "continue to provide an additional grant for children of needy families to defray school-related expenses incurred from the students' kindergarten education", would the Government inform this Committee:

1. of the percentage of the grant in the overall school-related expenses;
2. whether the amount of the grant will be increased; if yes, what are the details; if no, what are the reasons?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 55)

Reply:

1. School-related expenses of kindergarten (KG) students normally include expenses for items such as textbooks, stationery, school uniforms, etc. Since these items vary in material/substance, quantity, etc. from school to school and the items chosen to buy by individual parents may also be different, the figure on the overall expenditure for school-related items or the percentage of the Grant for School-related Expenses for KG Students in the overall school-related expenses are not available.

2. The full grant rate for the 2018/19 school year is $3,940 which will be increased to $4,040 in the 2019/20 school year. The grant rate is pegged at the level of grant for school-related expenses for KG students under the Comprehensive Social Security Assistance.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5454)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of kindergarten, primary and secondary students receiving subsidies under the financial assistance schemes in 2018-19 with breakdown by employment status of the family and family income (i.e. income of the applicant, his/her spouse and unmarried child(ren) residing with the family as well as other income).

	Either the applicant or his/her spouse or both of them is/are working full-time	Both the applicant and his/her spouse are not working full-time, but at least one of them is working part-time	Neither the applicant nor his/her spouse is working full-time or part-time
Lower than or equal to 50% of the median income*			
Higher than 50% of the median income, but lower than or equal to 60% of the median income			
Higher than 60% of the median income, but lower than or equal to 70% of the median income			
Higher than 70% of the median income			

*The median household incomes of economically active households only. The median household incomes for different household sizes in 2018-19 are: $15,200 for a one-person household, $38,400 for a two-person household, $45,000 for a three-person household, $56,200 for a four-person household, $59,000 for a five-person household and $64,800 for a household of six persons or more.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 199)

Reply:

The Student Finance Office adopts a means test mechanism which operates on an "Adjusted Family Income" formula in assessing the eligibility of an applicant for student financial assistance and the level of assistance receivable. It takes into account the gross annual income of the applicant's family and the number of family members. The family income limits under this mechanism are adjusted annually in accordance with the movement of the Consumer Price Index (A). The mechanism is not based on the median domestic household income and is characterised by a number of adjustments (e.g. only 30% of the annual income of unmarried child(ren) residing with the applicant's family is counted and adjustment will be made in the formula for applications from single-parent families). We do not maintain information on the comparison between the family income of applicants and the median domestic household income.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5736)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please set out the respective numbers of applicants and successful applicants of the Financial Assistance Scheme for Designated Evening Adult Education Courses in the past 5 financial years.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 230)

Reply:

Students of the Financial Assistance Scheme for Designated Evening Adult Education Courses will be reimbursed 30% of the tuition fees paid if they fulfil the prescribed criteria such as those on attendance. Eligible students who pass the means test will be reimbursed 100% or 50% of the tuition fees paid according to their assessed level of assistance. The Student Finance Office of the Working Family and Student Financial Assistance Agency processes claims for reimbursement of tuition fees based on the information of eligible students provided by course providers. In the 2014/15 to 2018/19 school years, all eligible students were provided with reimbursements of tuition fees and the respective numbers of these students in each year are set out below:

School year	**Number of students provided with reimbursements of tuition fees**			
	(i) 100%	**(ii) 50%**	**(iii) 30%**	**Total [(i)+(ii)+(iii)]**
2014/15	240	90	435	765
2015/16	206	75	470	751
2016/17	164	54	413	631
2017/18^	156	56	430	642
2018/19	Claims for reimbursement will be processed in 2019-20			

^ The figures are as at 31 January 2019. A small number of reimbursement cases for the 2017/18 school year are under processing.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5738)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), please advise this Committee of the following:

1. the numbers of student loan borrowers who are repaying their loans by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above);
2. the upper quartile, median and lower quartile of the outstanding amounts of student loan borrowers by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above); and
3. the median monthly repayment amounts of student loan borrowers, by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 232)

Reply:

As NLSFT covers programmes of different study levels and the students may complete their studies and hence commence loan repayment at different times, we do not maintain information on the repayment amounts, outstanding amounts and median monthly repayment amounts etc. of the student loan borrowers by age and education level.

As at 31 January 2019, the amount of outstanding loan principal under repayment under the NLSFT was $1.604 billion, involving 29 347 loan accounts. Based on the median loan amount of $84,200 of student loan borrowers under the NLSFT who commenced loan repayment in the 2017/18 academic year, the monthly repayment amount is $523.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5741)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS), please advise this Committee of the following:

1. the numbers of student loan borrowers who are repaying their loans by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above);
2. the upper quartile, median and lower quartile of the outstanding amounts of student loan borrowers, by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above); and
3. the median monthly repayment amounts of student loan borrowers, by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 235)

Reply:

As NLSPS covers programmes of different study levels and the students may complete their studies and hence commence loan repayment at different times, we do not maintain information on the repayment amounts, outstanding amounts and median monthly repayment amounts etc. of the student loan borrowers by age and education level.

As at 31 January 2019, the amount of outstanding loan principal under repayment under the NLSPS was $3.16 billion, involving 43 510 loan accounts. Based on the median loan amount of $97,500 of student loan borrowers under the NLSPS who commenced loan repayment in the 2017/18 academic year, the monthly repayment amount is $606.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5743)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Extended Non-means-tested Loan Scheme (ENLS), please advise this Committee of the following:

1. the numbers of student loan borrowers who are repaying their loans by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above);
2. the upper quartile, median and lower quartile of the outstanding amounts of student loan borrowers, by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above); and
3. the median monthly repayment amounts of student loan borrowers, by age (20-24, 25-29, 30-34, 35-39, 40 or above) and education level (diploma/certificate, sub-degree, Bachelor's degree or above).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 237)

Reply:

As ENLS covers a wide range of post-secondary/continuing and professional education courses and the students may complete their studies and hence commence loan repayment at different times, we do not maintain information on the repayment amounts, outstanding amounts and median monthly repayment amounts etc. of the student loan borrowers by age and education level.

As at 31 January 2019, the amount of outstanding loan principal under repayment under the ENLS was $2.119 billion, involving 58 053 loan accounts. Based on the median loan amount of $56,280 of student loan borrowers under the ENLS who commenced loan repayment in the 2017/18 academic year, the monthly repayment amount is $345.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6007)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

What is the number of applicants under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) in each of the 18 District Council districts in the past 3 years? What is the amount involved?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 301)

Reply:

In the 2016/17 to 2018/19 school years, the numbers of applicants and the total amounts of subsidy disbursed under the KCFRS by school district are at Annex.

Annex

Number of applicants and total amount of subsidy disbursed under the KCFRS
By school district from the 2016/17 to 2018/19 school years

(A) Number of applicants under the KCFRS			
School district	2016/17 school year	2017/18 school year*****	2018/19 school year***** (as at 31 January 2019)
Central & Western	749	681	536
Eastern	2 616	2 236	1 855
Islands	1 000	899	913
Southern	1 065	949	863
Wan Chai	403	347	284
Kowloon City	2 405	2 234	2 016
Kwun Tong	5 654	5 020	4 685
Sai Kung	2 294	2 035	1 758
Sham Shui Po	3 211	2 932	2 555
Wong Tai Sin	3 181	2 930	2 619
Yau Tsim Mong	1 806	1 590	1 438
North	3 077	2 944	2 723
Sha Tin	3 405	3 298	2 990
Tai Po	1 623	1 507	1 407
Kwai Tsing	4 519	4 021	3 513
Tsuen Wan	1 770	1 574	1 330
Tuen Mun	4 506	3 908	3 558
Yuen Long	4 930	4 437	4 099
Unclassified[#]	2 781	2 175	3 180
Total	**50 995**	**45 717**	**42 322**
(B) Subsidy disbursed under the KCFRS			
Total amount of subsidy ($ million)	**616.0**	**276.0**	**147.9**

***** The Pre-primary Education Voucher Scheme has been replaced by the kindergarten education scheme starting from the 2017/18 school year.

\# Applicants concerned failed to meet the eligibility criteria (including failing the means test) and did not provide school information.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6239)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

The Social Welfare Department subsidises non-governmental organisations to provide a variety of child care services and offers the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) in respect of kindergartens and child care centres. Please set out by district in table form the respective numbers of applications, rejected and unsuccessful applications, and successful applications under the KCFRS.

District	Number of applications /rejected/unsuccessful/successful applications under the KCFRS		
	Below 2 years old	2-3 years old	Total
	(No. of persons)	(No. of persons)	(No. of persons)
Central & Western			
Southern			
Islands			
Eastern			
Wan Chai			
Kwun Tong			
Wong Tai Sin			
Sai Kung			
Kowloon City			
Yau Tsim Mong			
Sham Shui Po			
Sha Tin			
Tai Po			
North			
Yuen Long			
Tsuen Wan			
Total			

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 337)

Reply:

In the 2018/19 school year (as at 31 January 2019), the respective numbers of applicants, successful and unsuccessful applicants under the KCFRS in respect of students attending child care centres by school district are at Annex.

Annex

Numbers of applicants, successful and unsuccessful applicants under the KCFRS in respect of students attending child care centres By school district in the 2018/19 school year (as at 31 January 2019)

School district	Child care centre (Group aged 0-2)			Child care centre (Group aged 2-3)			Total		
	No. of applicants	Successful applicants	Unsuccessful applicants	No. of applicants	Successful applicants	Unsuccessful applicants	No. of applicants	Successful applicants	Unsuccessful applicants
Central & Western	1	1	0	41	31	10	42	32	10
Eastern	15	9	6	138	106	32	153	115	38
Islands	1	0	1	40	32	8	41	32	9
Southern	9	8	1	59	47	12	68	55	13
Wan Chai	7	5	2	31	24	7	38	29	9
Kowloon City	13	10	3	114	83	31	127	93	34
Kwun Tong	8	6	2	187	141	46	195	147	48
Sai Kung	4	3	1	111	80	31	115	83	32
Sham Shui Po	23	22	1	101	77	24	124	99	25
Wong Tai Sin	15	14	1	162	126	36	177	140	37
Yau Tsim Mong	12	10	2	61	44	17	73	54	19
North	19	18	1	75	59	16	94	77	17
Sha Tin	33	32	1	109	78	31	142	110	32
Tai Po	0	0	0	38	27	11	38	27	11
Kwai Tsing	16	16	0	126	99	27	142	115	27
Tsuen Wan	22	19	3	50	39	11	72	58	14
Tuen Mun	22	19	3	151	109	42	173	128	45
Yuen Long	38	35	3	132	103	29	170	138	32
Total	**258**	**227**	**31**	**1 726**	**1 305**	**421**	**1 984**	**1 532**	**452**

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7276)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (700) General non-recurrent

(101) Means-tested loan for tertiary students pursuing publicly-funded programmes

(102) Non-means-tested loan scheme

(103) Means-tested loan for post-secondary students

(201) Means-tested loan for tertiary students pursuing publicly-funded programmes

(202) Non-means-tested loan scheme

(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Numbers of post-secondary students under various student financial assistance schemes

	University Grants Committee (UGC)-funded associate degree programmes (No. of students)	UGC-funded higher diploma programmes (No. of students)	UGC-funded undergraduate programmes (No. of students)	Self-financing associate degree programmes (No. of students)	Self-financing higher diploma programmes (No. of students)	Self-financing undergraduate programmes (No. of students)
Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS) (loan portion)				N/A	N/A	N/A

	University Grants Committee (UGC)-funded associate degree programmes (No. of students)	UGC-funded higher diploma programmes (No. of students)	UGC-funded undergraduate programmes (No. of students)	Self-financing associate degree programmes (No. of students)	Self-financing higher diploma programmes (No. of students)	Self-financing undergraduate programmes (No. of students)
Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)				N/A	N/A	N/A
Financial Assistance Scheme for Post-secondary Students (FASP) (loan portion)	N/A	N/A	N/A			
Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)	N/A	N/A	N/A			

2. Total numbers of years taken by students to repay their student loans

	UGC-funded associate degree programmes (No. of students)	UGC-funded higher diploma programmes (No. of students)	UGC-funded undergraduate programmes (No. of students)	Self-financing associate degree programmes (No. of students)	Self-financing higher diploma programmes (No. of students)	Self-financing undergraduate programmes (No. of students)
Within 3 years						
4-6 years						
7-9 years						
10-12 years						
13-15 years						

3. Total amounts of student loans (including interests) undertaken by students

	Students pursuing UGC-funded associate degree programmes (No. of students)	Students pursuing UGC-funded higher diploma programmes (No. of students)	Students pursuing UGC-funded undergraduate programmes (No. of students)	Students pursuing self-financing associate degree programmes (No. of students)	Students pursuing self-financing higher diploma programmes (No. of students)	Students pursuing self-financing undergraduate programmes (No. of students)
$10,000 or below						
$10,001-$50,000						
$50,001-$100,000						
$100,001-$150,000						
$150,001-$200,000						
$200,001-$250,000						
$250,001-$300,000						
$300,001-$350,000						
$350,001-$400,000						
$400,000 or above						

4. Numbers of persons gone bankrupt due to failure to repay student loans in the past four years

	2014/15	2015/16	2016/17	2017/18
Number of persons				

5. Numbers of young people receiving subsidy under the Continuing Education Fund (CEF) in the past four years

	Aged 18-21 (No. of persons)	Aged 22-25 (No. of persons)	Aged 26-29 (No. of persons)	Aged 30-33 (No. of persons)	Aged 35 or above (No. of persons)
2014/15					
2015/16					
2016/17					
2017/18					

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 400)

Reply:

1. The TSFS and FASP provide means-tested grants and/or loans for eligible students pursuing full-time UGC-funded or publicly-funded programmes at tertiary level and full-time locally-accredited self-financing post-secondary programmes respectively. The NLSFT and NLSPS provide non-means tested loans for students pursuing programmes covered by the TSFS and FASP.

   The numbers of student loan borrowers by different study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2018/19 academic year (as at 31 January 2019) are as follows –

Level of Study	TSFS	NLSFT
Degree	3 053	9 756
Sub-degree*	581	1 633
Total	**3 634**	**11 389**

Level of Study	FASP	NLSPS
Degree / Top-up degree	1 522	5 849
Sub-degree*	1 254	5 199
Total	**2 776**	**11 048**

* Including associate degree and higher diploma

2.&3. The TSFS, FASP and non-means-tested loan schemes cover various programmes at different study levels and student loan borrowers may continue to pursue full-time studies upon graduation or choose to commence loan repayment one year after graduation. They may also settle their loan repayment within the standard repayment period or choose to settle their loan repayment earlier on their own accord, or apply for deferment of loan repayment. Therefore, we do not maintain information on the numbers of student loan borrowers by their study level and repayment period, or their loan amount including interest, etc.

4. The numbers of bankruptcy applications (reasons for applications concerned not necessarily related to student loans) involving students receiving financial assistance under the TSFS, FASP, NLSFT and NLSPS in the 2014/15 to 2017/18 academic years are as follows –

	Academic Year			
	2014/15^	**2015/16^**	**2016/17^**	**2017/18**
Number of bankruptcy applications	146	126	148	108

^ The figures for the 2014/15, 2015/16 and 2016/17 academic years have been revised as notifications of bankruptcy applications from the bankrupts or the Official Receiver's Office were received after the respective academic years.

5. The numbers of subsidy recipients under the CEF[@] in the past four years (from 2014-15 to 2017-18) by age group are as follows –

Year	Age Group[#]			
	18-29	**30-39**	**40-49**	**50-65**
2014-15	13 218	4 948	2 742	1 618
2015-16	11 552	4 296	2 292	1 635
2016-17	11 229	4 161	2 244	1 472
2017-18	9 881	3 447	1 936	1 365

@ The CEF is under the purview of the Labour and Welfare Bureau.

Given the design of the computer system, the above age groups are slightly different from those raised in the question.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6073)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (700) General non-recurrent

Item 803 One-off support grant for needy students in the 2018/19 School Year

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Last year, the Government provided a one-off grant of $2,000 to each student in need. In this connection, will the Government inform this Committee of the following:

(1) What effective measures did the Government adopt to ensure that the money granted was spent entirely on meeting the students' learning needs and not used by parents for purposes other than learning?

Asked by: Hon TAM Man-ho, Jeremy (LegCo internal reference no.: 611)

Reply:

Students from pre-primary to post-secondary levels who were eligible to receive the means-tested financial assistance from the Student Finance Office of the Working Family and Student Financial Assistance Agency in the 2018/19 school year were each disbursed with a one-off grant of $2,000. The grant provided students with appropriate support and flexibility to meet their individual needs. We cannot monitor how parents spend the grant in minute detail but reckon that the majority of parents are willing to spend resources on the learning of their children.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4309)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding internationalisation and non-local students:

(1) Please provide a breakdown of Mainland and overseas students (including postgraduate students) pursuing degree programmes in Hong Kong by publicly-funded and non-publicly-funded taught programmes over the past 3 academic years.

(2) Further to the above question, what are the respective numbers and percentages of Mainland and overseas students subsidised by the Government to pursue publicly-funded taught programmes? What are the respective amounts of subsidies?

(3) Further to the above question, how many of the Mainland and overseas students subsidised by the Government have pursued further studies or worked in Hong Kong after completing the programmes and what are their respective percentages?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 53)

Reply:

(1) to (2)
The numbers and percentages of non-local students admitted to University Grants Committee (UGC)-funded and non-UGC-funded taught programmes in the 2015/16 to 2017/18 academic years are given below.

(Headcount)

Academic year	Type of taught programmes	Mainland students	Other Non-local Students	Total
2015/16	UGC-funded	6 779 (69.2%)	3 020 (30.8%)	9 799 (100.0%)
	Non-UGC-funded	13 481 (90.5%)	1 407 (9.5%)	14 888 (100.0%)
	Total	20 260 (82.1%)	4 427 (17.9%)	24 687 (100.0%)
2016/17	UGC-funded	6 906 (66.2%)	3 519 (33.8%)	10 425 (100.0%)
	Non-UGC-funded	13 010 (90.0%)	1 446 (10.0%)	14 456 (100.0%)
	Total	19 916 (80.0%)	4 965 (20.0%)	24 881 (100.0%)
2017/18	UGC-funded	6 982 (63.9%)	3 942 (36.1%)	10 924 (100.0%)
	Non-UGC-funded	14 727 (90.4%)	1 571 (9.6%)	16 298 (100.0%)
	Total	21 709 (79.7%)	5 513 (20.3%)	27 222 (100.0%)

Note: Including students enrolled in full-time locally-accredited sub-degree and undergraduate programmes as well as full-time and part-time locally-accredited taught postgraduate programmes.

Funding provided by the UGC to its funded universities is made in the form of a block grant on the basis of the approved student places allocated to each university. At present, UGC-funded universities can admit non-local students to their publicly-funded sub-degree, undergraduate and taught postgraduate programmes through over-enrolment outside the approved student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes by study level. No extra resources will be provided by the UGC for over-enrolment. These non-local students are required to pay tuition fees at a level that is at least sufficient to recover all additional direct costs. In other words, no additional public resources are involved in over-enrolment of non-local students.

(3)

Currently, non-local graduates who have obtained an undergraduate or higher qualification in a full-time and locally-accredited local programme in Hong Kong may apply to stay/return and work in Hong Kong under the "Immigration Arrangements for Non-local Graduates" (IANG). The numbers and percentages of applications approved by the Immigration Department under the IANG in the past 3 years are as follows:

	Number of applications approved		
	2016-17 financial year	2017-18 financial year	2018-19 financial year (as at February 2019)
Mainland students	8 691 (92.4%)	8 385 (90.3%)	9 067 (91.1%)
Other non-local students	710 (7.6%)	898 (9.7%)	888 (8.9%)
Total	9 401 (100%)	9 283 (100%)	9 955 (100%)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5460)

Head: (190) University Grants Committee

Subhead (No. & title): (492) Grants to UGC-funded institutions

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the University Grants Committee (UGC)-funded programmes, please advise this Committee on the following:

1. the approved student number targets and student numbers of UGC-funded sub-degree programmes, by institution and broad academic programme category, for the past 3 academic years;

2. the average student unit costs of UGC-funded sub-degree programmes per annum for the past 3 academic years; and

3. the approved student number targets and student numbers of UGC-funded first-year-first-degree programmes, by institution and broad academic programme category, for the past 3 academic years.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 205)

Reply:

1.&3. The approved student number targets and student enrolment of University Grants Committee (UGC)-funded sub-degree programmes and first-year first-degree programmes by university and broad academic programme category from the 2016/17 to 2018/19 academic years, are at **Annexes A and B** respectively.

2. The average student unit costs of UGC-funded sub-degree programmes, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by universities, for the 2015/16 to 2017/18 academic years are set out below. The average student unit cost for the 2018/19 academic year is not yet available.

	Average student unit costs of UGC-funded sub-degree places
2015/16	$172,000
2016/17	$176,000
2017/18 (provisional)	$190,000

Note: Student unit costs are affected by a variety of factors such as prevailing costs for different programmes and disciplines, student enrolment numbers and stages of development of individual universities.

Annex A

Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes by University and Broad Academic Programme Category from the 2016/17 to 2018/19 Academic Years

(full-time equivalent)

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
2016/17	City University of Hong Kong	Engineering and Technology	841	903
		Sub-total	**841**	**903**
	The Education University of Hong Kong	Sciences	35	36
		Social Sciences	2	11
		Arts and Humanities	17	95
		Education	990	877
		Sub-total	**1 044**	**1 019**
	The Hong Kong Polytechnic University	Sciences	255	313
		Engineering and Technology	1 093	1 337
		Business and Management	232	322
		Arts and Humanities	134	161
		Sub-total	**1 713**	**2 133**
	Total		**3 598**	**4 055**
2017/18	City University of Hong Kong	Engineering and Technology	841	782
		Sub-total	**841**	**782**
	The Education University of Hong Kong	Sciences	33	36
		Social Sciences	1	16
		Arts and Humanities	9	69
		Education	977	950
		Sub-total	**1 021**	**1 071**
	The Hong Kong Polytechnic University	Sciences	255	197
		Engineering and Technology	1 034	1 092
		Business and Management	181	170
		Arts and Humanities	104	111
		Sub-total	**1 573**	**1 570**
	Total		**3 435**	**3 423**
2018/19 (provisional)	City University of Hong Kong	Engineering and Technology	841	674
		Sub-total	**841**	**674**
	The Education University of Hong Kong	Sciences	32	28
		Social Sciences	0	16
		Arts and Humanities	3	61
		Education	964	922
		Sub-total	**1 000**	**1 027**

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
	The Hong Kong Polytechnic University	Sciences	255	132
		Engineering and Technology	972	830
		Business and Management	78	53
		Arts and Humanities	50	45
		Sub-total	**1 354**	**1 060**
	Total		**3 195**	**2 761**

Note:
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 which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. The figure zero denotes less than 0.5.

Annex B

Approved Student Number Targets and Student Enrolment of UGC-funded First-Year-First-Degree Programmes by University and Broad Academic Programme Category from the 2016/17 to 2018/19 Academic Years

(full-time equivalent)

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
2016/17	City University of Hong Kong	Medicine, Dentistry and Health	36	40
		Sciences	472	547
		Engineering and Technology	421	509
		Business and Management	654	789
		Social Sciences	315	379
		Arts and Humanities	198	257
		Sub-total	**2 095**	**2 520**
	Hong Kong Baptist University	Medicine, Dentistry and Health	45	59
		Sciences	201	218
		Business and Management	228	249
		Social Sciences	335	402
		Arts and Humanities	275	327
		Education	87	107
		Sub-total	**1 171**	**1 362**
	Lingnan University	Business and Management	172	175
		Social Sciences	124	123
		Arts and Humanities	235	235
		Sub-total	**531**	**533**
	The Chinese University of Hong Kong	Medicine, Dentistry and Health	574	591
		Sciences	621	716
		Engineering and Technology	475	517
		Business and Management	583	761
		Social Sciences	568	703
		Arts and Humanities	420	484
		Education	55	56
		Sub-total	**3 297**	**3 828**
	The Education University of Hong Kong	Sciences	63	86
		Business and Management	13	16
		Social Sciences	77	78
		Arts and Humanities	240	318
		Education	189	214
		Sub-total	**582**	**712**

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
	The Hong Kong Polytechnic University	Medicine, Dentistry and Health	677	671
		Sciences	258	335
		Engineering and Technology	636	781
		Business and Management	505	751
		Social Sciences	63	71
		Arts and Humanities	203	235
		Sub-total	**2 342**	**2 844**
	The Hong Kong University of Science and Technology	Sciences	623	777
		Engineering and Technology	561	689
		Business and Management	607	686
		Social Sciences	134	154
		Arts and Humanities	26	30
		Sub-total	**1 951**	**2 336**
	The University of Hong Kong	Medicine, Dentistry and Health	623	647
		Sciences	463	524
		Engineering and Technology	606	864
		Business and Management	263	415
		Social Sciences	613	770
		Arts and Humanities	390	420
		Education	73	76
		Sub-total	**3 031**	**3 716**
	Total		**15 000**	**17 851**
2017/18	City University of Hong Kong	Medicine, Dentistry and Health	36	37
		Sciences	472	542
		Engineering and Technology	421	501
		Business and Management	654	813
		Social Sciences	315	375
		Arts and Humanities	198	238
		Sub-total	**2 095**	**2 507**
	Hong Kong Baptist University	Medicine, Dentistry and Health	45	49
		Sciences	201	231
		Business and Management	228	291
		Social Sciences	335	394

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
		Arts and Humanities	275	328
		Education	87	100
		Sub-total	**1 171**	**1 393**
	Lingnan University	Business and Management	172	191
		Social Sciences	124	134
		Arts and Humanities	235	258
		Sub-total	**531**	**583**
	The Chinese University of Hong Kong	Medicine, Dentistry and Health	574	574
		Sciences	621	772
		Engineering and Technology	475	604
		Business and Management	583	777
		Social Sciences	568	692
		Arts and Humanities	420	466
		Education	55	56
		Sub-total	**3 297**	**3 941**
	The Education University of Hong Kong	Sciences	69	97
		Business and Management	14	15
		Social Sciences	70	77
		Arts and Humanities	232	308
		Education	197	235
		Sub-total	**582**	**733**
	The Hong Kong Polytechnic University	Medicine, Dentistry and Health	677	684
		Sciences	258	300
		Engineering and Technology	636	840
		Business and Management	505	623
		Social Sciences	63	59
		Arts and Humanities	203	225
		Sub-total	**2 342**	**2 731**
	The Hong Kong University of Science and Technology	Sciences	625	774
		Engineering and Technology	552	727
		Business and Management	603	734
		Social Sciences	144	185
		Arts and Humanities	26	32
		Sub-total	**1 951**	**2 452**

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
	The University of Hong Kong	Medicine, Dentistry and Health	638	652
		Sciences	460	559
		Engineering and Technology	606	833
		Business and Management	270	393
		Social Sciences	599	765
		Arts and Humanities	390	479
		Education	68	74
		Sub-total	**3 031**	**3 756**
	Total		**15 000**	**18 096**
2018/19 (provisional)	City University of Hong Kong	Medicine, Dentistry and Health	36	44
		Sciences	472	602
		Engineering and Technology	421	515
		Business and Management	654	839
		Social Sciences	315	390
		Arts and Humanities	198	225
		Sub-total	**2 095**	**2 615**
	Hong Kong Baptist University	Medicine, Dentistry and Health	45	50
		Sciences	201	232
		Business and Management	228	291
		Social Sciences	335	407
		Arts and Humanities	275	319
		Education	87	96
		Sub-total	**1 171**	**1 396**
	Lingnan University	Business and Management	172	193
		Social Sciences	124	140
		Arts and Humanities	235	271
		Sub-total	**531**	**604**
	The Chinese University of Hong Kong	Medicine, Dentistry and Health	574	587
		Sciences	621	743
		Engineering and Technology	475	647
		Business and Management	583	729
		Social Sciences	568	701
		Arts and Humanities	420	469

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
		Education	55	59
		Sub-total	**3 297**	**3 935**
	The Education University of Hong Kong	Sciences	69	98
		Business and Management	14	16
		Social Sciences	67	79
		Arts and Humanities	223	292
		Education	209	235
		Sub-total	**582**	**720**
	The Hong Kong Polytechnic University	Medicine, Dentistry and Health	677	699
		Sciences	258	337
		Engineering and Technology	636	883
		Business and Management	505	679
		Social Sciences	63	55
		Arts and Humanities	203	230
		Sub-total	**2 342**	**2 883**
	The Hong Kong University of Science and Technology	Sciences	625	821
		Engineering and Technology	552	739
		Business and Management	603	696
		Social Sciences	144	176
		Arts and Humanities	26	27
		Sub-total	**1 951**	**2 459**
	The University of Hong Kong	Medicine, Dentistry and Health	638	646
		Sciences	460	535
		Engineering and Technology	606	831
		Business and Management	270	439
		Social Sciences	599	799
		Arts and Humanities	390	431
		Education	68	73
		Sub-total	**3 031**	**3 755**
	Total		**15 000**	**18 367**

Note:

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 which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5461)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. What are the student numbers of sub-degree programmes over the past 4 academic years? Please provide a breakdown of the figures by self-financing sub-degree programme/subsidised sub-degree programme and associate degree programme/higher diploma programme.
2. What are the student numbers admitted to sub-degree (associate degree/higher diploma) programmes of various institutions over the past 3 academic years? Please provide a breakdown of the figures by institution.
3. What are the numbers of associate degree graduates given subsidised senior-year undergraduate intake places in various institutions over the past 3 academic years? Please provide a breakdown of the figures by institution.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 206)

Reply:

1. The numbers of students pursuing University Grants Committee (UGC)-funded and non-UGC-funded locally-accredited sub-degree programmes from the 2015/16 to 2018/19 academic years are at **Annex A**.

2. The numbers of student intakes of UGC-funded sub-degree programmes by university from the 2016/17 to 2018/19 academic years are at **Annex B**.

3. The numbers of student intakes of UGC-funded senior year undergraduate programmes by university with sub-degree as the highest qualification achieved from the 2016/17 to 2018/19 academic years are at **Annex C**.

Annex A

Numbers of Students Pursuing UGC-funded and non-UGC-funded Locally-accredited Sub-degree Programmes from the 2015/16 to 2018/19 Academic Years

(Headcount)

Academic Year	Type of Programme			Total
	UGC-funded Sub-degree Programmes[1]	Government-subvented Higher Diploma Programmes of the Vocational Training Council[2]	Full-time Self-financing Sub-degree Programmes[2]	
2015/16	5 394	21 234	38 007	64 635
2016/17	5 184	21 776	37 008	63 968
2017/18	4 593	20 442	36 031	61 066
2018/19 (Provisional)	3 697	19 481	35 906	59 084

Notes:

1. Figures include full-time and part-time programmes leading to certificate/higher diploma, associate degree or equivalent qualifications.
2. Numbers of students pursuing part-time locally-accredited sub-degree programmes are not available.

Annex B

Numbers of Student Intakes of UGC-funded Sub-degree Programmes by University from the 2016/17 to 2018/19 Academic Years

(Headcount)

Academic Year	University			
	City University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	Total
2016/17	459	352	1 136	1 947
2017/18	379	397	621	1 397
2018/19 (Provisional)	339	401	421	1 161

Annex C

Numbers of Student Intakes of UGC-funded Senior Year Undergraduate Programmes by University with Sub-degree as the Highest Qualification Achieved from the 2016/17 to 2018/19 Academic Years

(Headcount)

Academic Year	University								
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2016/17	1 283	479	131	402	143	1 574	163	328	4 503
2017/18	1 299	543	130	404	152	1 594	154	326	4 602
2018/19 (Provisional)	1 278	571	132	403	184	1 626	153	332	4 679

Note:

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5502)

Head: (190) University Grants Committee

Subhead (No. & title): (169) Meeting expenses of UGC, Research Grants Council and Quality Assurance Council

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In 2018-19, what were the work conducted and the expenditure incurred by the Quality Assurance Council on the quality assurance for the 8 funded institutions? In 2019-20, what are the work details and estimated expenditure in this regard?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 247)

Reply:

Quality Assurance Council (QAC), established under the aegis of University Grants Committee (UGC), aims to assure that the quality of the educational experience in all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities is sustained and improved, and is at an internationally competitive level.

QAC conducted its first and second rounds of quality audits from 2008 to 2011 and 2015 to 2016 respectively, whereas the audit visits of the sub-degree audit cycle were conducted from late 2017 to early 2019.

The revised estimated expenditure on audit activities in the 2018-19 financial year is around $3.20 million, whereas the estimated expenditure for the 2019-20 financial year is around $2.32 million. The expenditures cover mainly for the sub-degree audit cycle: (i) expenses for the audit meetings; (ii) honoraria for auditors; and (iii) fee for consultancy services to assist in conducting the audits in the sub-degree audit cycle; as well as the consultancy fee for conducting a review on the quality audits undertaken by QAC and the production of the Audit Manual for the third audit cycle.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5505)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of ethnic minority (EM) students completing programmes offered by the University Grants Committee-funded institutions and the respective percentages of these students out of the total numbers of school-age EM students from the 2016/17 to 2018/19 academic years?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 250)

Reply:

The University Grants Committee (UGC) has not collected statistics on the number of ethnic minority students or non-Chinese speaking (NCS) students completing programmes offered by the UGC-funded universities. However, the UGC has collected information on the number of local NCS students admitted to UGC-funded undergraduate programmes. The numbers of local NCS students admitted in the 2016/17, 2017/18 and 2018/19 academic years are 253, 335 and 361 respectively (the figure for the 2018/19 academic year is provisional).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5507)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the operation of the University Grants Committee (UGC), please inform this Committee of:

a) the meeting attendance rates of respective members of the UGC and its sub-committees in the past 3 years;

b) the meeting attendance rates of respective members of the Research Grants Council and its sub-committees in the past 3 years; and

c) the meeting attendance rates of respective members of the Quality Assurance Council and its audit panels in the past 3 years.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 252)

Reply:

a) The attendance rates of current members of the University Grants Committee (UGC) at the meetings of the UGC, its sub-committees and groups from 1 January 2016 to 31 December 2018 are at **Annex A**.

b) The attendance rates of current members of the Research Grants Council (RGC) at the meetings of the RGC, its committees and panels from 1 January 2016 to 31 December 2018 are at **Annex B**.

c) The attendance rates of current members of the Quality Assurance Council (QAC) at the meetings of the QAC from 1 January 2016 to 31 December 2018 are at **Annex C**. QAC members are not members of the QAC quality audit panels.

Furthermore, to ensure openness and transparency, the attendance record of UGC, RGC and QAC members is posted on the UGC's website and updated on a regular basis.

Annex A

Current UGC Members' attendance at the meetings of the UGC, its sub-committees and groups (from 1 January 2016 to 31 December 2018)

Name	Total number of meetings of the UGC, sub-committees and groups to which he/she is a member^	Number of meetings attended	Attendance rate
Chairman			
Mr Carlson Tong	43[+]	43	100%
Members			
Professor Chris Brink*	24	24	100%
The Hon Cheung Chi-kong	14	9	64%
Professor Adrian Dixon*	18	16	89%
Sir David Eastwood*	33	29	88%
Professor Horace Ip	22	20	91%
Professor Nancy Ip Yuk-yu	4	4	100%
Dr Kam Pok-man	14	13	93%
Professor Mark Kamlet*[#]	-	-	N/A[#]
Professor Gabriel Leung	31	25	81%
Mr Tim Lui Tim-leung	43	42	98%
Dr Michael Mak Hoi-hung	13	13	100%
Dr Kim Mak Kin-wah	24	22	92%
Professor Joshua Mok Ka-ho	28	27	96%
Sir Howard Newby*	42	42	100%
Professor Richard Saller*	27	26	96%
Dr Michael Spence*	20	15	75%
Professor Xu Ningsheng*[#]	-	-	N/A[#]
Ms Yang Ching, Carol	2	2	100%
Dr Angelina Yuen	21	20	95%
Professor Zhang Jie*	9	7	78%
Ex-officio Members			
Professor Anthony Cheung Bing-leung	3	2	67%
Mr Lincoln Leong Kwok-kuen	9	8	89%
Professor Benjamin W Wah	34	31	91%

* Non-local Members

^ This number may vary for each member depending on the respective date of appointment to UGC and the sub-committees/groups concerned

[#] Professor Mark Kamlet and Professor Xu Ningsheng were appointed as Members of the UGC on 1 January 2019

[+] Mr Carlson Tong attended some of the meetings as Observer

Annex B

Current RGC Members' attendance at the meetings of the RGC, its committees and panels (from 1 January 2016 to 31 December 2018)

Name	Total number of meetings of the RGC, committees and panels to which he/she is a member^	Number of meetings attended	Attendance rate
Chairman			
Professor Benjamin W Wah	22	21	95%
Members			
Professor Jiun-shyan Chen*	20	20	100%
Ms Cordelia Chung	4	4	100%
Professor Yip-wah Chung*	21	21	100%
Professor Paul Clark*	18	18	100%
Professor Michael P Doyle*	11	10	91%
Professor Cindy Fan*	9	7	78%
Professor Zhigang He*	21	21	100%
Professor Raymond Man-pao Kan*	10	10	100%
Mr Henry Kwong-han Leung	6	5	83%
Professor Jian Lu	8	8	100%
Professor Tai-lok Lui	1	1	100%
Professor Anita S Mak*	9	9	100%
Dr Kim Kin-wah Mak	4	4	100%
Professor Helen Mei-ling Meng	15	15	100%
Professor Bill Milne*	13	8	62%
Professor Joshua Ka-ho Mok	13	10	77%
Professor Irene Oi-lin Ng	4	4	100%
Professor Jay Siegel*	17	13	76%
Professor Geoffrey L Smith*	15	14	93%
Professor Billy Kee-long So	5	5	100%
Professor Richard Strugnell*	9	7	78%
Dr Frank Fuk-kay Tong	6	1	17%
Professor Lap-chee Tsui	9	8	89%
Professor Rosalie L Tung*	1	1	100%
Professor Alexander Ping-kong Wai	7	7	100%
Professor Rick Wai-kwok Wong	2	2	100%
Professor Edward Sze-shing Yeung*	29	29	100%
Professor Paul K L Yu*	24	22	92%
Ex-officio Member			
Professor On-ching Yue	8	8	100%

* Non-local Members

^ This number may vary for each member depending on the respective date of appointment to RGC and the committees/panels concerned

Annex C

Current QAC Members' attendance at the meetings of the QAC (from 1 January 2016 to 31 December 2018)

Name	Total number of meetings of the QAC^	Number of meetings attended	Attendance rate
Chairman			
Mr Lincoln Leong Kwok-kuen	9	8	89%
Members			
Professor Chetwyn Chan Che-hin	5	4	80%
Professor Adrian Dixon*	9	9	100%
Mrs Belinda Greer	5	5	100%
Dr Kim Mak Kin-wah	8	8	100%
Professor Pong Ting-chuen	8	8	100%
Professor Jan Thomas*	7	6	86%
Dr Don Westerheijden*	7	7	100%
Ex-officio Member			
Professor James Tang Tuck-hong, Secretary-General, UGC	2	2	100%

* Non-local Members

^ This number may vary for each member depending on the respective date of appointment to QAC

Note: There are no sub-committees/groups under QAC. QAC members are not members of the QAC quality audit panels.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5759)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

a) In 2018-19, what were the work conducted and the expenditure incurred by the University Grants Committee (UGC) and the Education Bureau in overseeing the sub-degree operations of the funded institutions?

b) In 2019-20, what are the work plan and estimated expenditure for overseeing the sub-degree operations of the funded institutions?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 253)

Reply:

a) and b):

University Grants Committee (UGC) started to assume the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities in 2016, with the involvement of Quality Assurance Council (QAC) as the audit operator. The audit visits of the sub-degree audit cycle were conducted from late 2017 to early 2019. The sub-degree operations of three universities (*i.e.* The Chinese University of Hong Kong (CUHK), Hong Kong Baptist University (HKBU) and The University of Hong Kong (HKU)) were audited in the 2017-18 financial year, while the remaining four universities (*i.e.* City University of Hong Kong (CityU), The Hong Kong Polytechnic University (PolyU), The Education University of Hong Kong (EdUHK) and Lingnan University (LU)) were audited in the 2018-19 financial year. The Hong Kong University of Science and Technology currently does not offer sub-degree programmes, and is therefore not included in the sub-degree audit cycle. The Audit Reports of CUHK, HKBU, HKU and CityU have been endorsed by QAC and UGC and published on the QAC website. The Audit Reports of PolyU, EdUHK and LU are currently under preparation and will be considered by QAC and UGC later in 2019.

The revised estimated expenditure for the sub-degree audit cycle in the 2018-19 financial year is around $3.20 million whereas the estimated expenditure for the 2019-20 financial

year is around $1.80 million, which cover mainly: (i) expenses for the audit meetings; (ii) honoraria for auditors; and (iii) fee for consultancy services to assist in conducting the audits in the sub-degree audit cycle.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5760)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

What are the numbers and respective percentages of staff on contract and substantive appointment in the University Grants Committee (UGC)-funded institutions in 2018-19?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 254)

Reply:

Provided by the eight UGC-funded universities, the numbers and the respective percentages of staff on contract and substantive appointment in the 2018/19 academic year are at **Annex**.

Annex

Numbers and Percentages of Staff on Contract and Substantive Appointment in UGC-funded Universities, 2018/19 Academic Year

2018/19 Academic Year (Provisional)

University	Contract staff		Substantive staff		Total
	No.	%	No.	%	
City University of Hong Kong	1 217	42.4%	1 651	57.6%	2 868
Hong Kong Baptist University	916	57.3%	683	42.7%	1 599
Lingnan University	406	73.5%	146	26.5%	552
The Chinese University of Hong Kong	2 539	54.7%	2 105	45.3%	4 644
The Education University of Hong Kong	776	59.8%	521	40.2%	1 297
The Hong Kong Polytechnic University	1 456	47.4%	1 616	52.6%	3 072
The Hong Kong University of Science and Technology	1 288	50.0%	1 287	50.0%	2 575
The University of Hong Kong	3 239	64.5%	1 785	35.5%	5 024

Notes: For City University of Hong Kong, Hong Kong Baptist University and the Education University of Hong Kong, the figures exclude research, honorary academic and part-time staff.

For the Hong Kong University of Science and Technology, the figures exclude honorary academic and part-time staff.

The staff numbers of The Hong Kong Polytechnic University only include those whose salaries are wholly funded by UGC and do not include Honorary and Adjunct appointees and temporary or part-time staff members.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6034)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the work in relation to the Code on Access to Information, please advise this Committee on the following:

1) concerning the requests for information under the Code on Access to Information received by the University Grants Committee (UGC) for which only some of the required information was provided, please state in table form: (i) the content of the requests for which only some of the required information was provided; (ii) the reasons for providing some of the information only; and (iii) how the requests were eventually handled.

Year

(i) Content of the requests for which only some of the required information was provided	(ii) Reasons for providing some of the information only	(iii) How the requests were eventually handled

2) concerning the requests for information under the Code on Access to Information received by the UGC for which the required information was not provided, please state in table form: (i) the content of the requests refused; (ii) the reasons for refusal; and (iii) how the requests were eventually handled.

Year

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) How the requests were eventually handled

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 278)

Reply:

1) During the period from January to September 2018, the University Grants Committee Secretariat received one request that is met in part for information under the Code on Access to Information, with details as follow:

(i) Information requested for requests met in part	(ii) Reason(s) for meeting the requests in part	(iii) Approach adopted to handle the requests
1. Guideline of the conditions of inter-institutional transfer by students taking a UGC-funded full-time Bachelor's Degree Programme; 2. Statistics on successful cases of inter-institutional transfer by students taking a UGC-funded full-time Bachelor's Degree Programme in the past five years; and 3. Elaborate "UGC-funded universities should not encourage the inter-institutional transfer by students taking the government-funded undergraduate programmes."	<u>Part 2 of the required information</u> Code on Access to Information 2.13 (a) – Research, statistics and analysis: Information relating to incomplete analysis, research or statistics, where disclosure could be misleading or deprive the department or any other person of priority of publication or commercial value	Only provided part 1 and 3 of the required information.

2) During the period from January to September 2018, the University Grants Committee Secretariat did not receive request for information that was refused in entirety under the Code on Access to Information.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6533)

Head: (190) University Grants Committee

Subhead (No. & title): (700) General non-recurrent

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

What are the estimated expenditure and work plans for the new item "Eighth Matching Grant Scheme"? Why does the funding have to be sought in the context of the Appropriation Bill 2019 rather than making a separate application to the Finance Committee of the Legislative Council?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 3016)

Reply:

In view of the positive responses for the previous rounds of Matching Grant Scheme (MGS), the Government proposes to allocate $2.5 billion for launching the eighth round of MGS for the publicly-funded post-secondary education sector in order to help institutions tap more funding sources, promote community involvement and improve the quality of education. The eighth round of MGS will cover all publicly-funded post-secondary institutions, namely the eight University Grants Committee-funded universities, the Vocational Training Council and the Hong Kong Academy for Performing Arts. The eighth round of MGS is to last for three years. Subject to the funding approval by the Legislative Council (LegCo), it is planned to be launched in July 2019.

It is not a new arrangement to include in the draft Estimates funding proposals for creating commitments or increasing expenditure ceilings for approved commitment items under the General Revenue Account for scrutiny and approval by the LegCo in the context of the Appropriation Bill. The Government explained the relevant arrangements to the Finance Committee in early 2015. In this particular case, before the funding proposal was included in the draft Estimates, we provided relevant information to the Panel on Education of the LegCo on 4 January 2019. We have included the necessary provision for this proposal under the respective head and sub-head of expenditure for Members' consideration.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6682)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please list the numbers of places and amounts of funding for full-time and part-time, publicly-funded and self-financing degree and sub-degree social work programmes in various post-secondary colleges in the past 5 and coming academic years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1461)

Reply:

The approved numbers of undergraduate places of University Grants Committee (UGC)-funded social work programmes for the 2014/15 to 2019/20 academic years are at **Annex A**. The UGC-funded universities do not have any UGC-funded social work sub-degree programmes in the corresponding period. The recurrent grants to the universities are in the form of a block grant. As funding for the said programmes is subsumed under the block grants, the UGC is unable to provide information on the actual subvention for individual programmes. The average student unit cost for a particular level of study is derived based on the actual cost incurred by UGC-funded expenditure items as reported by universities. According to the information provided by the universities, the average student unit costs per annum at sub-degree and undergraduate levels for the 2014/15 to 2017/18 academic years were $173,000 and $238,000 respectively. The bulk was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. $15,040, $31,575 and $42,100 per annum for UGC-funded sub-degree programmes offered by the Education University of Hong Kong, UGC-funded sub-degree programmes offered by other universities and full-time UGC-funded undergraduate programmes respectively). The average student unit cost for the 2018/19 academic year and beyond is not yet available.

The estimated intakes of full-time locally-accredited self-financing undergraduate and sub-degree social work programmes for the 2014/15 to 2019/20 academic years are set out at **Annex B**.

Annex A

Approved Number of Sub-degree and Undergraduate Places of UGC-funded Social Work Programmes by University for the 2014/15 to 2019/20 Academic Years

Full-time equivalent

University	Level of Study	Number of Approved Intake Places					
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20#
First-year intake							
City University of Hong Kong	Undergraduate	60	60	60	60	60	50
Hong Kong Baptist University	Undergraduate	43	43	43	43	43	43
The Chinese University of Hong Kong	Undergraduate	48	48	48	48	48	46
The Hong Kong Polytechnic University	Undergraduate	39	39	36	36	36	32
The University of Hong Kong	Undergraduate	40	40	38	38	38	35
Total		**230**	**230**	**225**	**225**	**225**	**206**
Senior year intake							
City University of Hong Kong	Undergraduate	25	25	25	25	25	25
Hong Kong Baptist University	Undergraduate	12	12	16	18	20	24
The Hong Kong Polytechnic University	Undergraduate	16	16	16	12	12	12
Total		**53**	**53**	**57**	**55**	**57**	**61**

Notes:

Estimated intake places.

1. All UGC-funded social work programmes for the 2014/15 to 2019/20 academic years are full-time programmes.

Annex B

Estimated Intakes of Full-time Locally-accredited Self-financing Undergraduate and Sub-degree Social Work Programmes for the 2014/15 to 2019/20 Academic Years

Institution	Level of Study	Estimated Intakes					
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20#
Caritas Institute of Higher Education	Sub-degree	120	120	120	120	120	120
City University of Hong Kong - Community College of City University/UOW College Hong Kong	Sub-degree	125	125	125	72	72	50
Gratia Christian College	First-year first-degree	-	60	60	40	40	40
Hong Kong College of Technology	Sub-degree	40	40	40	40	40	40
Hong Kong Shue Yan University	First-year first-degree	38	40	40	40	40	40
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Sub-degree	50	50	50	50	50	50
The Education University of Hong Kong	Sub-degree	70	-	-	-	-	-
The Hong Kong Polytechnic University - Hong Kong Community College	Sub-degree	-	-	80	80	68	80
Vocational Training Council	Sub-degree	50	75	75	75	67	60
Hong Kong Nang Yan College of Higher Education	First-year first-degree	-	-	-	-	45	45

Notes:
"-" denotes no relevant programmes were offered.
"#" denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6751)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please set out the numbers of students with special educational needs (SEN) pursuing tertiary programmes (sub-degree or diploma) and degree programmes, and their respective percentages out of the total numbers of SEN students and tertiary students for the past 5 financial years.

2. Please set out the numbers of SEN students graduated from tertiary programmes (sub-degree or diploma) and degree programmes, and their respective percentages out of the total numbers of SEN students and tertiary graduates for the past 5 financial years.

3. Please set out the numbers of SEN students pursuing tertiary programmes outside Hong Kong for the past 5 financial years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1462)

Reply:

1. The numbers of students with special educational needs (SEN) enrolled in University Grants Committee (UGC)-funded full-time sub-degree and undergraduate programmes, as well as their respective percentages in the total number of SEN students and the total student enrolment in the 2014/15 to 2018/19 academic years are at **Annex A**.

2. The numbers of SEN students enrolled in the final year of UGC-funded full-time sub-degree and undergraduate programmes, as well as their respective percentages in the total number of SEN students and the total number of students enrolled in the final year of these programmes in the 2014/15 to 2018/19 academic years are at **Annex B**. Figures on the numbers of SEN students graduated from UGC-funded programmes are not available for the time being.

3. We do not have figures on the numbers of SEN students pursuing tertiary education outside Hong Kong in the past five years.

Annex A

Numbers of Students with SEN Enrolled in UGC-funded Full-time Sub-degree and Undergraduate Programmes in the 2014/15 to 2018/19 Academic Years

(Headcount)

Academic Year	Level of Study	Number of SEN students	Percentage share in total number of SEN students	Percentage share in total student enrolment
2014/15	Sub-degree Programme	10	Not applicable (Note)	0.3%
	Undergraduate Programme	304	Not applicable (Note)	0.4%
2015/16	Sub-degree Programme	9	2.4%	0.2%
	Undergraduate Programme	339	90.9%	0.4%
2016/17	Sub-degree Programme	13	3.2%	0.4%
	Undergraduate Programme	367	90.4%	0.4%
2017/18	Sub-degree Programme	16	3.1%	0.5%
	Undergraduate Programme	460	90.6%	0.6%
2018/19 (Provisional)	Sub-degree Programme	18	2.9%	0.7%
	Undergraduate Programme	561	90.6%	0.7%

Note:
Information on the numbers of SEN students enrolled in taught postgraduate and research postgraduate programmes has been gathered since 2015/16 academic year. Therefore, the ratio of the students in the 2014/15 academic year is not available.

Annex B

Numbers of Students with SEN Enrolled in Final Year of UGC-funded Full-time Sub-degree and Undergraduate Programmes in the 2014/15 to 2018/19 Academic Years

(Headcount)

Academic Year	Level of Study	Number of SEN students enrolled in final year of programme	Percentage share in total number of SEN students	Percentage share in total number of students enrolled in final year of programme
2014/15	Sub-degree Programme	4	Not applicable (Note)	0.2%
	Undergraduate Programme	77	Not applicable (Note)	0.4%
2015/16	Sub-degree Programme	4	4.0%	0.2%
	Undergraduate Programme	82	82.8%	0.4%
2016/17	Sub-degree Programme	4	3.9%	0.2%
	Undergraduate Programme	87	85.3%	0.4%
2017/18	Sub-degree Programme	10	7.9%	0.6%
	Undergraduate Programme	104	81.9%	0.5%
2018/19 (Provisional)	Sub-degree Programme	11	7.8%	0.8%
	Undergraduate Programme	117	83.0%	0.5%

Note:

Information on the numbers of SEN students enrolled in taught postgraduate and research postgraduate programmes has been gathered since the 2015/16 academic year. Therefore, the ratio of students in the 2014/15 academic year is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6752)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide tabulated information on the nationality, age upon admission and broad research area, such as engineering, science, social science and arts, of recipients of the Hong Kong PhD Fellowship Scheme in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1463)

Reply:

The breakdown of Hong Kong PhD Fellowship Scheme (HKPFS) awardees by broad academic programme category and place of origin from the 2014/15 to 2018/19 academic years are tabulated below:

(Headcount)

Academic Year	Broad Academic Programme Category	Place of Origin			
		Local	Mainland China	Other Non-local	Total
2014/15	Medicine, Dentistry and Health	-	13	3	16
	Sciences	4	43	12	59
	Engineering and Technology	-	60	25	85
	Business and Management	1	4	3	8
	Social Sciences	4	5	18	27
	Arts and Humanities	4	6	17	27
	Education	-	-	1	1
Total		13	131	79	223
2015/16	Medicine, Dentistry and Health	-	9	3	12
	Sciences	6	51	13	70
	Engineering and Technology	2	55	20	77
	Business and Management	1	4	3	8
	Social Sciences	1	9	10	20

Academic Year	Broad Academic Programme Category	Place of Origin			
		Local	Mainland China	Other Non-local	Total
	Arts and Humanities	3	5	19	27
	Education	1	-	1	2
Total		14	133	69	216
2016/17	Medicine, Dentistry and Health	3	10	8	21
	Sciences	5	50	24	79
	Engineering and Technology	3	38	25	66
	Business and Management	-	6	6	12
	Social Sciences	1	6	17	24
	Arts and Humanities	2	9	13	24
	Education	1	1	3	5
Total		15	120	96	231
2017/18	Medicine, Dentistry and Health	4	5	8	17
	Sciences	1	42	28	71
	Engineering and Technology	1	44	33	78
	Business and Management	-	6	10	16
	Social Sciences	2	6	10	18
	Arts and Humanities	6	5	15	26
	Education	-	2	3	5
Total		14	110	107	231
2018/19	Medicine, Dentistry and Health	7	14	8	29
	Sciences	5	35	19	59
	Engineering and Technology	7	25	37	69
	Business and Management	-	6	9	15
	Social Sciences	3	3	18	24
	Arts and Humanities	-	4	22	26
	Education	1	3	5	9
Total		23	90	118	231

The HKPFS aims at attracting the best and brightest students in the world to pursue their research-based PhD programmes in Hong Kong's UGC-funded universities. Selection of awardees is merit-based. Age of applicants is not a consideration in the selection. As such, we do not have any information on the age upon admission of the HKPFS awardees.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 6753)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide information of the amount of "knowledge transfer" funding allocated to each institution by the University Grants Committee, the funding criteria adopted and the kinds of activities held by each institution in the past year.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1464)

Reply:

In the 2016-19 triennium, a sum of $62.5 million per year is available for allocation to the University Grants Committee (UGC)-funded universities to further strengthen and broaden their knowledge transfer (KT) endeavours. The funding allocation to each university is based on a metrics-based formula which takes into account (i) the teaching element of the UGC block grant in the funding year, and (ii) the sum of the research element of the UGC block grant in the funding year and the total funding received from the Research Grants Council in the preceding funding year, with the latter carrying a weight of four. The allocation to the UGC-funded universities for the 2018/19 academic year is set out below –

University	KT Funding ($million)
City University of Hong Kong	8.10
Hong Kong Baptist University	3.70
Lingnan University	1.20
The Chinese University of Hong Kong	13.73
The Education University of Hong Kong	2.39
The Hong Kong Polytechnic University	9.62
The Hong Kong University of Science and Technology	8.88
The University of Hong Kong	14.88
Total	62.50

Universities have different strategies and activities in KT which are commensurate with their role, mission and areas of strengths. They conduct a wide range of KT activities,

such as engaging in consultancy, researches, spin out companies and licensing, etc. They have also engaged in continuing professional development directed at business and social enterprises. In addition, universities have also employed a variety of other means to particularly cater for KT in arts, humanities and social sciences, including the setting up of websites for dissemination of knowledge, organisation of seminars, workshops, conferences, exhibitions and other public events.

- End –

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4977)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the programmes funded by the University Grants Committee, please advise this Committee of:

(1) the percentages of non-local students enrolled in (i) undergraduate programmes, (ii) taught postgraduate programmes, (iii) research postgraduate programmes and (iv) sub-degree programmes by institution in the past 5 years;

(2) the percentages of non-local students from Mainland China enrolled in (i) undergraduate programmes, (ii) taught postgraduate programmes, (iii) research postgraduate programmes and (iv) sub-degree programmes by institution in the past 5 years.

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2009)

Reply:

(1) The percentages of non-local students of University Grants Committee (UGC)-funded programmes by university and level of study from the 2014/15 to 2018/19 academic years is at **Annex A**.

(2) The percentages of Mainland students of UGC-funded programmes by university and level of study from the 2014/15 to 2018/19 academic years is at **Annex B**.

Annex A

The Percentages of Non-local Students of UGC-funded Programmes by University and Level of Study from the 2014/15 to 2018/19 Academic years

2014/15 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	10.1%	15.1%	90.5%
Hong Kong Baptist University	-	11.2%	0.0%	72.8%
Lingnan University	-	6.2%	-	67.1%
The Chinese University of Hong Kong	-	11.7%	0.6%	76.2%
The Education University of Hong Kong	0.0%	5.2%	0.3%	65.5%
The Hong Kong Polytechnic University	0.1%	10.4%	0.0%	80.5%
The Hong Kong University of Science and Technology	-	14.6%	-	88.3%
The University of Hong Kong	-	15.2%	7.9%	75.1%

2015/16 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	10.0%	13.2%	91.2%
Hong Kong Baptist University	-	11.1%	0.2%	73.6%
Lingnan University	-	6.8%	-	71.1%
The Chinese University of Hong Kong	-	12.1%	0.4%	76.3%
The Education University of Hong Kong	0.0%	5.9%	0.8%	71.1%
The Hong Kong Polytechnic University	0.0%	10.6%	0.0%	81.3%
The Hong Kong University of Science and Technology	-	15.0%	-	87.7%
The University of Hong Kong	-	15.0%	5.7%	76.5%

2016/17 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	10.5%	0.0%	91.0%
Hong Kong Baptist University	-	11.4%	0.3%	76.4%
Lingnan University	-	5.4%	-	66.7%
The Chinese University of Hong Kong	-	12.9%	0.4%	75.5%
The Education University of Hong Kong	0.0%	6.9%	0.5%	72.6%
The Hong Kong Polytechnic University	0.0%	11.4%	0.0%	81.7%
The Hong Kong University of Science and Technology	-	15.6%	-	84.6%
The University of Hong Kong	-	15.4%	5.6%	76.4%

2017/18 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	10.7%	0.0%	90.6%
Hong Kong Baptist University	-	11.6%	0.0%	81.0%
Lingnan University	-	6.4%	-	67.1%
The Chinese University of Hong Kong	-	13.4%	0.2%	75.6%
The Education University of Hong Kong	0.0%	7.5%	0.7%	72.4%
The Hong Kong Polytechnic University	0.0%	11.3%	0.0%	85.1%
The Hong Kong University of Science and Technology	-	16.2%	-	84.0%
The University of Hong Kong	-	16.0%	8.4%	77.1%

2018/19 academic year (provisional figures)	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	12.1%	0.0%	93.0%
Hong Kong Baptist University	-	11.4%	0.0%	77.3%
Lingnan University	-	7.3%	-	73.8%
The Chinese University of Hong Kong	-	13.6%	0.2%	76.2%
The Education University of Hong Kong	0.0%	8.1%	0.5%	70.2%
The Hong Kong Polytechnic University	0.0%	12.2%	0.0%	80.3%
The Hong Kong University of Science and Technology	-	17.0%	-	82.6%
The University of Hong Kong	-	17.0%	11.5%	77.0%

Note:

1. The figures of UGC-funded research postgraduate students refer to the numbers of research postgraduate students fully or partially funded (on pro-rata basis) by the UGC within normal study periods.
2. "0.0%" denotes less than 0.05%.
3. "-" denotes nil student.

Annex B

The Percentages of Mainland Students of UGC-funded Programmes by University and Level of Study from the 2014/15 to 2018/19 Academic years

2014/15 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	6.8%	7.5%	72.5%
Hong Kong Baptist University	-	10.9%	0.0%	60.4%
Lingnan University	-	5.4%	-	42.7%
The Chinese University of Hong Kong	-	8.8%	0.5%	72.5%
The Education University of Hong Kong	0.0%	4.9%	0.3%	44.8%
The Hong Kong Polytechnic University	0.1%	8.2%	0.0%	65.7%
The Hong Kong University of Science and Technology	-	7.5%	-	75.9%
The University of Hong Kong	-	9.5%	5.7%	63.8%

2015/16 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	6.7%	0.0%	71.1%
Hong Kong Baptist University	-	10.9%	0.2%	59.9%
Lingnan University	-	6.1%	-	44.7%
The Chinese University of Hong Kong	-	8.7%	0.4%	72.3%
The Education University of Hong Kong	0.0%	5.5%	0.7%	55.3%
The Hong Kong Polytechnic University	0.0%	8.1%	0.0%	67.2%
The Hong Kong University of Science and Technology	-	7.2%	-	74.9%
The University of Hong Kong	-	9.2%	4.2%	65.4%

2016/17 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	6.8%	0.0%	71.6%
Hong Kong Baptist University	-	11.0%	0.3%	62.7%
Lingnan University	-	4.7%	-	37.5%
The Chinese University of Hong Kong	-	8.9%	0.4%	71.1%
The Education University of Hong Kong	0.0%	6.5%	0.5%	59.7%
The Hong Kong Polytechnic University	0.0%	8.1%	0.0%	64.1%
The Hong Kong University of Science and Technology	-	7.3%	-	69.9%
The University of Hong Kong	-	9.0%	4.6%	64.7%

2017/18 academic year	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	6.8%	0.0%	69.3%
Hong Kong Baptist University	-	10.6%	0.0%	66.7%
Lingnan University	-	5.4%	-	30.4%
The Chinese University of Hong Kong	-	8.9%	0.1%	70.7%
The Education University of Hong Kong	0.0%	7.1%	0.7%	53.9%
The Hong Kong Polytechnic University	0.0%	7.5%	0.0%	66.2%
The Hong Kong University of Science and Technology	-	7.2%	-	66.1%
The University of Hong Kong	-	9.0%	7.2%	66.2%

2018/19 academic year (provisional figures)	Level of study			
	Sub-degree programme	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme
City University of Hong Kong	0.0%	7.0%	0.0%	72.2%
Hong Kong Baptist University	-	10.0%	0.0%	66.0%
Lingnan University	-	6.4%	-	34.5%
The Chinese University of Hong Kong	-	8.5%	0.1%	70.7%
The Education University of Hong Kong	0.0%	7.4%	0.5%	46.8%
The Hong Kong Polytechnic University	0.0%	7.3%	0.0%	63.3%
The Hong Kong University of Science and Technology	-	7.4%	-	63.5%
The University of Hong Kong	-	9.1%	10.2%	66.8%

Note:

1. The figures of UGC-funded research postgraduate students refer to the numbers of research postgraduate students fully or partially funded (on pro-rata basis) by the UGC within normal study periods.
2. "0.0%" denotes less than 0.05%.
3. "-" denotes nil student.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4978)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

1. the percentages of non-locals in the posts of (i) Professor; (ii) Associate Professor; (iii) Assistant Professor; and (iv) Lecturer (including non-Professor level teaching posts such as Senior Lecturer, Principal Lecturer, Lecturer, Instructor and Senior Instructor) in the past 5 years, with a breakdown by institution; and

2. the percentages of mainlanders in the posts of (i) Professor; (ii) Associate Professor; (iii) Assistant Professor; and (iv) Lecturer (including non-Professor level teaching posts such as Senior Lecturer, Principal Lecturer, Lecturer, Instructor and Senior Instructor) in the past 5 years, with a breakdown by institution.

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2010)

Reply:

1 and 2

As provided by the University Grants Committee (UGC)-funded universities, the percentages of non-local and Mainland academic staff in the academic departments of the universities with salaries wholly funded by general funds with a breakdown by university and rank for the 2017/18 to 2018/19 academic years are at **Annex A** and **Annex B** respectively. A breakdown by post is not available. As the UGC has only started to collect information about the places of origin of academic staff since the 2017/18 academic year, figures before the 2017/18 academic year are not available.

Annex A

Percentage of Non-local Academic Staff in Academic Departments of UGC-funded Universities with Salaries Wholly Funded by General Funds by University and Rank in the 2017/18 and 2018/19 Academic Years

2017/18 Academic Year

Rank	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Senior academic staff	69.4%	56.3%	72.1%	51.7%	45.0%	35.6%	79.7%	58.6%
Junior academic staff	67.9%	49.8%	65.7%	53.1%	41.7%	46.0%	85.2%	62.1%
Academic supporting staff	28.6%	29.4%	59.7%	35.1%	25.6%	29.5%	29.1%	47.1%

2018/19 Academic Year (provisional)

Rank	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Senior academic staff	68.6%	53.0%	73.7%	51.5%	42.9%	38.3%	78.6%	60.2%
Junior academic staff	71.8%	48.4%	70.1%	53.5%	46.4%	48.2%	84.0%	62.9%
Academic supporting staff	28.4%	18.7%	56.8%	34.2%	24.8%	34.7%	28.4%	48.1%

Notes:

1. The above figures are the percentages of the relevant staff among all academic staff at the relevant ranks in the academic departments of each university with salaries wholly funded by general funds.
2. Examples of senior academic staff include professor, associate professor and assistant professor. Examples of junior academic staff include lecturer and assistant lecturer. Examples of academic supporting staff include instructor and teaching assistant.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex B

Percentage of Mainland Academic Staff in Academic Departments of UGC-funded Universities with Salaries Wholly Funded by General Funds by University and Rank in the 2017/18 and 2018/19 Academic Years

2017/18 Academic Year

Rank	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Senior academic staff	24.6%	20.7%	32.6%	15.0%	12.6%	11.9%	29.3%	16.9%
Junior academic staff	28.9%	26.1%	28.3%	26.3%	18.5%	23.6%	48.0%	24.0%
Academic supporting staff	7.4%	10.8%	22.2%	8.5%	13.7%	12.6%	6.7%	18.9%

2018/19 Academic Year (provisional)

Rank	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Senior academic staff	25.1%	17.9%	34.2%	15.5%	12.1%	11.9%	31.0%	18.2%
Junior academic staff	32.9%	21.4%	32.8%	27.7%	23.5%	24.4%	47.4%	24.6%
Academic supporting staff	7.6%	6.0%	15.9%	8.4%	11.6%	14.0%	6.9%	19.6%

Notes:

1. The above figures are the percentages of the relevant staff among all academic staff at the relevant ranks in the academic departments of each university with salaries wholly funded by general funds.
2. Examples of senior academic staff include professor, associate professor and assistant professor. Examples of junior academic staff include lecturer and assistant lecturer. Examples of academic supporting staff include instructor and teaching assistant.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4545)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention in 2019-20 of the Programme that the University Grants Committee will implement the Eighth Matching Grant Scheme. Will the Government inform this Committee whether there is any plan to adopt a fairer approach in distributing matching grants to different institutions, so as to reduce the gap in the donations and matching grants secured by different institutions? If yes, what are the details? If not, what are the reasons?

Asked by: Hon FAN Kwok-wai, Gary (LegCo internal reference no.: 89)

Reply:

To encourage healthy competition among institutions and to ensure a fair chance of securing grants among all institutions, we will set aside an amount of $60 million (i.e. a "floor") for matching to each institution, as a guaranteed minimum over the three-year period of the Eighth Matching Grant Scheme. By the end of the three-year period, funding under the floor which has yet to be matched by the institutions concerned will be opened up for allocation to match donations of other institutions above the floor on a first-come-first-served basis.

There will be also an upper limit of $600 million (i.e. a "ceiling") applicable to the aggregate amount of government matching grants received by each institution. The ceiling serves to prevent some institutions with strong fund-raising ability from capturing a dominating share of the matching grants at the expense of the smaller or relatively younger institutions.

The matching is $1 for $1 up to $60 million, beyond which a $1 for $2 matching ratio is proposed (i.e. $1 government grant for every $2 of private donations secured). The matching ratio of $1 for $1 up to $60 million is to facilitate those smaller or relatively younger institutions with relatively less fund-raising capabilities to secure a reasonable share of the matching grant. A $1 for $2 matching ratio is proposed for the level beyond $60 million in order to maximise the amount of private donations to be solicited.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4010)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the respective numbers of first-year first-degree places in the departments belonging to manpower planning disciplines of the 8 University Grants Committee-funded universities from the 2016/17 academic year to the 2018/19 academic year.

2. The Government plans to increase the number of first-degree places in healthcare disciplines by 150 from the 2019/20 academic year to the 2021/22 academic year. Please provide the number of new first-degree places in healthcare disciplines that needs to be offered by each of the funded institutions.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 9)

Reply:

1. The annual approved numbers of intake places of the University Grants Committee (UGC)-funded first-year-first-degree (FYFD) programmes related to manpower planning disciplines offered by the UGC-funded universities in the 2016/17 to 2018/19 triennium are set out at **Annex**.

2. Regarding the programmes related to healthcare professions, the details on the annual approved/ estimated numbers of intake places of the FYFD programmes offered by Hong Kong Baptist University, The Chinese University of Hong Kong, The Hong Kong Polytechnic University and The University of Hong Kong in the 2016/17 to 2018/19 triennium and 2019/20 to 2021/22 triennium are tabulated as follows:

University	Annual approved number of intake places in the 2016/17 to 2018/19 triennium	Annual estimated number of intake places in the 2019/20 to 2021/22 triennium
Hong Kong Baptist University	30	30
The Chinese University of Hong Kong	517	568
The Hong Kong Polytechnic University	677	722
The University of Hong Kong	552	609
Total	1 776	1 929

Annex

Approved Numbers of Intake Places of the UGC-funded FYFD Programmes related to Manpower Planning Disciplines from the 2016/17 to 2018/19 Academic Years

University	Programme Name	2016/17	2017/18	2018/19
Doctors				
The Chinese University of Hong Kong	Bachelor of Medicine and Bachelor of Surgery	235	235	235
The University of Hong Kong	Bachelor of Medicine and Bachelor of Surgery	235	235	235
Nurses				
The Chinese University of Hong Kong	Bachelor of Nursing	197	197	197
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Nursing	173	173	173
	Bachelor of Science (Honours) in Mental Health Nursing	70	70	70
The University of Hong Kong	Bachelor of Nursing	190	190	190
Medical Laboratory Technologists				
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Medical Laboratory Science	54	54	54
Radiographers				
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Radiography	110	110	110
Physiotherapists				
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Physiotherapy	130	130	130
Occupational Therapists				
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Occupational Therapy	100	100	100
Dentists				
The University of Hong Kong	Bachelor of Dental Surgery	73	73	73
Chinese Medicine Practitioners				
Hong Kong Baptist University	Bachelor of Chinese Medicine and Bachelor of Science (Honours) in Biomedical Science	30	30	30
The Chinese University of Hong Kong	Bachelor of Chinese Medicine	25	25	25

University	Programme Name	2016/17	2017/18	2018/19
The University of Hong Kong	Bachelor of Chinese Medicine	24	24	24
Teachers				
Hong Kong Baptist University	Bachelor of Arts (Honours) in English Language and Literature and Bachelor of Education (Honours) in English Language Teaching	37	37	37
	Bachelor of Arts/Bachelor of Social Sciences (Honours) and Bachelor of Education (Honours)	24	24	24
The Chinese University of Hong Kong	Bachelor of Arts (English Studies) and Bachelor of Education (Honours) (English Language Education)	19	19	19
	Bachelor of Arts (Chinese Language Studies) and Bachelor of Education (Chinese Language Education)	22	22	22
	Bachelor of Education in Liberal Studies	10	10	10
	Bachelor of Education in Mathematics and Mathematics Education	22	22	22
	Bachelor of Education in Physical Education, Exercise Science and Health	20	20	20
The Education University of Hong Kong	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Five-year Full-time)	22	22	22
	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	23	23	23
	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	20	20	20
	Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time)	35	35	35
	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	23	23	23

Universities	Programme Name	2016/17	2017/18	2018/19
The Education University of Hong Kong	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	64	64	64
	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	18	18	18
	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	32	32	32
	Bachelor of Education (Honours) (Geography) (Five-year Full-time)	20	20	20
	Bachelor of Education (Honours) (History) (Five-year Full-time)	31	31	31
	Bachelor of Education (Honours) (Physical Education) (Five-year Full-time)	29	29	29
	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	35	35	35
	Bachelor of Education (Honours) (Science) (Five-year Full-time)	41	41	41
	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	34	34	34
	Bachelor of Education (Honours) (Secondary) - Information and Communication Technology (Five-year Full-time)	35	35	35
The University of Hong Kong	Bachelor of Arts and Bachelor of Education in Language Education - Chinese	26	26	26
	Bachelor of Arts and Bachelor of Education in Language Education - English	31	31	31
	Bachelor of Education and Bachelor of Science	50	50	50
	Bachelor of Education and Bachelor of Social Sciences	10	10	10
Total		2 379	2 379	2 379

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4870)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Using the tables below, please set out the establishment, academic qualifications, salaries and mode of employment of ancillary research staff of University Grants Committee (UGC)-funded institutions for the past 5 years (2014/15 to 2018/19):

Table 1: Number of ancillary research staff by post and academic qualification

Post	Full-time					Part-time				
	Sub-degree or below	Bachelor's degree	Postgraduate diploma	Master's degree	Doctoral degree	Sub-degree or below	Bachelor's degree	Postgraduate diploma	Master's degree	Doctoral degree
Junior Research Assistant										
Research Assistant										
Senior Research Assistant										
Research Associate										
Research Officer										
Postdoctoral Fellow										
Other ancillary research posts										

Table 2: Salaries of ancillary research staff by post

Post	Full-time						Part-time					
	Monthly salary						Hourly wage					
	Lowest	Lower quartile	Median	Upper quartile	Highest	Average	Lowest	Lower quartile	Median	Upper quartile	Highest	Average
Junior Research Assistant												
Research Assistant												
Senior Research Assistant												
Research Associate												
Research Officer												
Postdoctoral Fellow												
Other ancillary research posts												

Table 3: Number of ancillary research staff by post and contract period

Post	Full-time					Part-time				
	Contract period					Contract period				
	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above
Junior Research Assistant										
Research Assistant										
Senior Research Assistant										
Research Associate										
Research Officer										
Postdoctoral Fellow										
Other ancillary research posts										

Table 4: Salaries of ancillary research staff by academic qualification

Academic qualification	Full-time						Part-time					
	Monthly salary						Hourly wage					
	Lowest	Lower quartile	Median	Upper quartile	Highest	Average	Lowest	Lower quartile	Median	Upper quartile	Highest	Average
Sub-degree or below												
Bachelor's degree												
Postgraduate diploma												
Master's degree												
Doctoral degree												

Table 5: Number of ancillary research staff by academic qualification and contract period

Academic qualification	Full-time					Part-time				
	Contract period					Contract period				
	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above
Sub-degree or below										
Bachelor's degree										
Postgraduate diploma										
Master's degree										
Doctoral degree										

2. Using the tables below, please set out the establishment, academic qualifications, salaries and mode of employment of ancillary teaching staff (including teaching assistants) of funded institutions for the past 5 years (2014/15 to 2018/19):

Table 1: Number of ancillary teaching staff by academic qualification

Academic qualification	Full-time	Part-time
Sub-degree or below		
Bachelor's degree		
Postgraduate diploma		
Master's degree		
Doctoral degree		

Table 2: Salaries of ancillary teaching staff by academic qualification

Academic qualification	Full-time						Part-time					
	Monthly salary						Hourly wage					
	Lowest	Lower quartile	Median	Upper quartile	Highest	Average	Lowest	Lower quartile	Median	Upper quartile	Highest	Average
Sub-degree or below												
Bachelor's degree												
Postgraduate diploma												
Master's degree												
Doctoral degree												

Table 3: Number of ancillary teaching staff by academic qualification and contract period

Academic qualification	Full-time					Part-time				
	Contract period					Contract period				
	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above
Sub-degree or below										
Bachelor's degree										
Postgraduate diploma										
Master's degree										
Doctoral degree										

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 102)

Reply:

The staff establishment, minimum salary point and mode of employment of research assistants and senior research assistants of UGC-funded universities, with breakdown by university in the past five academic years (2014/15 to 2018/19), are set out at **Annex**. We do not have readily available information about other posts and details of posts by academic qualification, salary and contract period.

Annex

Staff Establishment, Minimum Salary Point and Mode of Employment of Research Assistants and Senior Research Assistants in UGC-funded Universities (2014/15 to 2018/19)

2014/15

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay ($)	Mode of Employment			Minimum monthly pay ($)	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 (Note 1)		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 (Note 1)
CityU	10,030	231	16	359	18,290	68	18	71
HKBU	10,100	44	6	245	24,700	28	0	102
LU	12,000	2	0	3	28,605	4	0	0
CUHK	16,840	164	26	102	N/A	0	0	0
EdUHK	15,300	61	16	202	20,900	21	3	50
PolyU	11,000	25	18	350	14,000	14	8	165
HKUST	10,845	15	0	270	N/A	0	0	0
HKU	14,690	93	5	842	28,855	47	3	89

2015/16

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay ($)	Mode of Employment			Minimum monthly pay ($)	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 (Note 1)		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 (Note 1)
CityU	10,030	220	26	346	18,290	73	19	116
HKBU	10,100	40	2	241	24,700	35	1	97
LU	14,460	2	0	2	30,655	4	0	0
CUHK	17,635	174	29	144	N/A	0	0	0
EdUHK	16,100	72	6	226	21,900	31	1	47
PolyU	11,000	32	14	406	15,400	26	17	187
HKUST	11,360	20	0	259	N/A	0	0	0
HKU	15,370	101	4	854	23,470	53	3	82

2016/17

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay ($)	Mode of Employment			Minimum monthly pay ($)	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 (Note 1)		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 (Note 1)
CityU	10,340	197	41	333	18,840	76	24	97
HKBU	10,110	60	5	281	24,700	49	1	107
LU	13,000	2	0	2	26,700	4	0	0
CUHK	18,450	178	48	199	N/A	0	0	0
EdUHK	16,900	59	24	245	23,000	17	5	55
PolyU	13,050	39	17	461	17,870	33	13	174
HKUST	11,885	18	0	255	N/A	0	0	0
HKU	16,090	126	4	864	24,575	46	4	107

2017/18

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay ($)	Mode of Employment			Minimum monthly pay ($)	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 (Note 1)		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 (Note 1)
CityU	10,790	204	65	359	18,840	78	34	123
HKBU	10,110	46	12	291	24,700	42	2	141
LU	15,500	2	0	1	27,485	4	0	0
CUHK	19,320	183	36	120	N/A	0	0	0
EdUHK	17,400	67	26	240	23,700	24	5	43
PolyU	13,050	41	21	531	20,560	34	19	210
HKUST	12,000	21	0	318	N/A	0	0	0
HKU	16,575	108	5	878	25,310	44	3	139

2018/19 (Provisional Figure)

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay ($)	Mode of Employment			Minimum monthly pay ($)	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 (Note 1)		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 (Note 1)
CityU	10,790	159	51	459	19,650	53	26	141
HKBU	10,110	25	9	253	24,700	40	1	133
LU	19,030	2	0	1	27,000	4	0	0
CUHK	19,885	132	21	153	N/A	0	0	0
EdUHK	18,200	56	21	252	24,800	25	3	38
PolyU	13,050	40	21	465	20,560	20	14	185
HKUST	12,800	19	0	278	N/A	0	0	0
HKU	17,330	111	8	941	26,460	55	0	143

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Note [1] Short-term contracts mean contracts which are of one year or less.

Note [2] CUHK and HKUST have not employed any Senior Research Assistants in the past five academic years. Hence the establishment and minimum monthly pay in respect of Senior Research Assistant are not applicable to these two universities.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4871)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide, by institution and programme, the following information for the past 5 years (2014/15 to 2018/19):

1. the numbers of applications for and student intakes of University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by university and place of origin;

2. the numbers of applications for and student intakes of self-financing TPg programmes offered by UGC-funded universities by university and place of origin;

3. the numbers of applications for and student intakes of UGC-funded research postgraduate (RPg) programmes by university and place of origin; and

4. the numbers of applications for and student intakes of self-financing RPg programmes offered by UGC-funded institutions by university and place of origin.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 113)

Reply:

1. & 3.

The student intakes of University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by university and place of origin from the 2017/18 to 2018/19 academic years are at **Annex A**. We do not maintain information on the number of applications for TPg programmes. The numbers of applications and student intakes of the UGC-funded research postgraduate (RPg) programmes for the corresponding period are at **Annex B**.

Regarding the student intakes of UGC-funded TPg and RPg programmes from the 2014/15 to 2016/17 academic years, the relevant details were set out in our reply (Reply Serial No. EDB 252) to a related question (Question Serial No. 3169) raised at the special meetings of

the Finance Committee to examine the Estimates of Expenditure for the 2018-19 financial year in 2018. The relevant details for the academic years from 2014/15 to 2016/17 are not repeated herein.

2. & 4.

The student intakes of self-financing TPg programmes offered by UGC-funded universities in the 2017/18 academic year, by university and place of origin, are at **Annex C**. The student intakes of self-financing RPg programmes offered by UGC-funded universities for the corresponding period are at **Annex D**. Regarding the student intakes of self-financing TPg and RPg programmes from the 2014/15 to 2016/17 academic years, the relevant details were set out in our reply (Reply Serial No. EDB 252) to a related question (Question Serial No. 3169) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure for the 2018-19 financial year in 2018. The relevant details for the academic years from 2014/15 to 2016/17 are not repeated herein. We do not maintain information on the number of applications for self-financing TPg and RPg programmes. Relevant student intakes in the 2018/19 academic year are not yet available.

Annex A

Student Intakes of UGC-funded Taught Postgraduate Programmes by University and Place of Origin from the 2017/18 to 2018/19 Academic Years

(Headcount)

Academic Year	University	Place of Origin			
		Local Students	Mainland Students	Other Non-local Students	Total
2017/18	CityU	53	-	-	53
	HKBU	123	-	-	123
	CUHK	519	1	1	521
	EdUHK	573	7	-	580
	PolyU	15	-	-	15
	HKU	506	43	6	555
	Total	**1 789**	**51**	**7**	**1 847**
2018/19 (Provisional)	CityU	53	-	-	53
	HKBU	137	-	-	137
	CUHK	532	-	-	532
	EdUHK	539	4	-	543
	HKU	493	45	7	545
	Total	**1 754**	**49**	**7**	**1 810**

Notes:

1. The place of origin of non-local students is determined having regard to their nationality or place of residence.
2. "-" denotes nil.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong

Annex B

Number of Applications and Student Intakes of UGC-funded Research Postgraduate Programmes by University and Place of Origin from the 2017/18 to 2018/19 Academic Years

(Headcount)

Academic Year	University	Local Students		Mainland Students		Other Non-local Students		Total	
		Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Student Intakes
2017/18	CityU	100	33	1 246	260	732	88	2 078	381
	HKBU	75	18	441	77	223	16	739	111
	LU	66	11	132	10	166	12	364	33
	CUHK	734	175	3 132	464	761	38	4 627	677
	EdUHK	27	9	87	7	54	6	168	22
	PolyU	180	40	1 036	158	731	51	1 947	249
	HKUST	252	106	1 550	328	994	119	2 796	553
	HKU	602	168	2 176	415	740	65	3 518	648
	Total	**2 036**	**560**	**9 800**	**1 719**	**4 401**	**395**	**16 237**	**2 674**
2018/19 (Provisional)	CityU	116	17	1 778	348	759	87	2 653	452
	HKBU	75	18	508	64	196	12	779	94
	LU	45	7	174	17	184	10	403	34
	CUHK	772	178	3 102	430	823	44	4 697	652
	EdUHK	23	8	77	13	54	11	154	32
	PolyU	198	47	1 162	203	718	52	2 078	302
	HKUST	230	116	1 691	324	1 197	98	3 118	538
	HKU	615	171	2 593	460	825	74	4 033	705
	Total	**2 074**	**562**	**11 085**	**1 859**	**4 756**	**388**	**17 915**	**2 809**

Notes:

1. Number of applications of RPg programmes refers to the number of applications one year prior to the corresponding academic year, covering all applications irrespective of sources of funding available after admission.
2. Each applicant can concurrently submit multiple applications to different universities, and hence the number of applicants is actually smaller than the number of applications. However, UGC-funded universities do not maintain information on the number of applicants. Based on empirical data, UGC-funded universities assess that, on average, each local applicant submits 2 applications for admission. The number of applications submitted by non-local applicants considerably varies, and hence UGC-funded universities are unable to estimate the number of non-local applicants on the basis of the number of non-local applications received.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. Student intakes refer to the number of RPg students fully or partially funded by the UGC (including students financed by external funds).

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex C

Student Intakes of Self-financing Taught Postgraduate Programmes Offered by UGC-funded Universities by University and Place of Origin in the 2017/18 Academic Year

(Headcount)

Academic Year	University	Place of Origin			
		Local Students	Mainland Students	Other Non-local Students	Total
2017/18	CityU	1 183	2 238	63	3 484
	HKBU	635	1 446	45	2 126
	LU	64	397	13	474
	CUHK	2 962	2 430	107	5 499
	EdUHK	391	529	15	935
	PolyU	2 119	1 410	70	3 599
	HKUST	503	1 387	174	2 064
	HKU	3 317	1 429	208	4 954
	Total	**11 174**	**11 266**	**695**	**23 135**

Notes:

1. Figures include both full-time and part-time programmes.
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. Figures for the 2018/19 academic year are not yet available.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex D

Student Intakes of Self-financing Research Postgraduate Programmes Offered by UGC-funded Universities by University and Place of Origin in the 2017/18 Academic Year

(Headcount)

Academic Year	University	Place of Origin			
		Local Students	Mainland Students	Other Non-local Students	Total
2017/18	CityU	22	93	2	117
	LU	1	1	-	2
	CUHK	34	44	2	80
	PolyU	19	77	23	119
	HKUST	16	55	6	77
	HKU	35	34	1	70
	Total	**127**	**304**	**34**	**465**

Notes:

1. Student intakes of UGC-funded universities include students fully financed by external funds in pursuing UGC-funded RPg programmes.
2. Figures include both full-time and part-time programmes.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. Figures for the 2018/19 academic year are not yet available.
5. "-" denotes nil.

Abbreviations:

CityU	City University of Hong Kong
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4882)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the numbers of applicants, student intakes and the respective percentages (%) of student intakes in the numbers of applications of funded research postgraduate programmes (funded Master of Philosophy and Doctor of Philosophy programmes) in the past 5 years (2014/15 to 2018/19), with a breakdown by year, the eight funded universities and applicants' place of origin (local, Mainland and other non-local).

2. Please provide the number of local students receiving "non-means-tested studentships for local students enrolled in University Grants Committee (UGC)-funded research postgraduate (RPg) programmes" in the 2018/19 academic year.

3. Please provide information about the criteria for determining the amount and the requirement of postgraduate studentships of the eight funded universities in the 2014/15 to 2018/19 academic years.

4. Please provide the number of UGC-funded RPg students deferring their graduation in each of the past 5 years (2014/15 to 2018/19).

5. Please provide information about the employment situation of UGC-funded RPg non-local graduates (Mainland, other non-local; having full-time employment and ordinarily working in Hong Kong) in the past 5 years (2014/15 to 2018/19).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 128)

Reply:

1. The numbers of applications and student intakes of University Grants Committee (UGC)-funded research postgraduate (RPg) programmes (Master of Philosophy and Doctor of Philosophy programmes) by university and place of origin in the 2017/18 and 2018/19 academic years are set out at **Annex A**.

Regarding student intakes of UGC-funded RPg programmes in the 2014/15 to 2016/17 academic years, the relevant details were set out in our reply (Reply Serial No. EDB 252) to a related question (Question Serial No. 3169) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2018-19 in 2018. The details covering the 2014/15 to 2016/17 academic years are not repeated herein.

2. Tuition Waiver Scheme for Local Research Postgraduate Students was launched on 1 July 2018. As at November 2018, 1 887 local students have benefited from the Scheme.

3. Since the amount, criteria for determining such amount and the eligibility criteria for the RPg studentships are under the autonomy of the universities, we do not have the relevant information.

4. The number of students graduated from UGC-funded RPg programmes beyond the normal duration of study from the 2013/14 to 2017/18 academic years is set out at **Annex B**.

5. According to information provided by UGC-funded universities, the employment situation of non-local graduates of UGC-funded full-time RPg programmes from the 2012/13 to 2016/17 academic years is set out at **Annex C**.

Annex A

Numbers of Applications, Student Intakes and Percentages of UGC-funded RPg Programmes by University and Place of Origin in the 2017/18 and 2018/19 Academic Years

(Headcount)

Academic Year	University	Local Students			Mainland Students			Other Non-local Students			Total		
		No. of Applications	Student Intake	Percentage	No. of Applications	Student Intake	Percentage	No. of Applications	Student Intake	Percentage	No. of Applications	Student Intake	Percentage
2017/18	CityU	100	33	33.0%	1 246	260	20.9%	732	88	12.0%	2 078	381	18.3%
	HKBU	75	18	24.0%	441	77	17.5%	223	16	7.2%	739	111	15.0%
	LU	66	11	16.7%	132	10	7.6%	166	12	7.2%	364	33	9.1%
	CUHK	734	175	23.8%	3 132	464	14.8%	761	38	5.0%	4 627	677	14.6%
	EdUHK	27	9	33.3%	87	7	8.0%	54	6	11.1%	168	22	13.1%
	PolyU	180	40	22.2%	1 036	158	15.3%	731	51	7.0%	1 947	249	12.8%
	HKUST	252	106	42.1%	1 550	328	21.2%	994	119	12.0%	2 796	553	19.8%
	HKU	602	168	27.9%	2 176	415	19.1%	740	65	8.8%	3 518	648	18.4%
	Total	**2 036**	**560**	**27.5%**	**9 800**	**1 719**	**17.5%**	**4 401**	**395**	**9.0%**	**16 237**	**2 674**	**16.5%**
2018/19 (Provisional Figures)	CityU	116	17	14.7%	1 778	348	19.6%	759	87	11.5%	2 653	452	17.0%
	HKBU	75	18	24.0%	508	64	12.6%	196	12	6.1%	779	94	12.1%
	LU	45	7	15.5%	174	17	9.8%	184	10	5.4%	403	34	8.4%
	CUHK	772	178	23.1%	3 102	430	13.9%	823	44	5.3%	4 697	652	13.9%
	EdUHK	23	8	34.8%	77	13	16.9%	54	11	20.4%	154	32	20.8%
	PolyU	198	47	23.7%	1 162	203	17.5%	718	52	7.2%	2 078	302	14.5%
	HKUST	230	116	50.4%	1 691	324	19.2%	1 197	98	8.2%	3 118	538	17.3%
	HKU	615	171	27.8%	2 593	460	17.7%	825	74	9.0%	4 033	705	17.5%
	Total	**2 074**	**562**	**27.1%**	**11 085**	**1 859**	**16.8%**	**4 756**	**388**	**8.2%**	**17 915**	**2 809**	**15.7%**

Note:

1. The number of applications of RPg programmes refer to the number one year prior to the corresponding academic year, including all applications irrespective of students' funding sources after admission.
2. Each applicant can concurrently submit multiple applications to different universities, and hence the number of applicants is actually smaller than the number of applications. Nonetheless, the UGC-funded universities have not maintained information on the number of applicants. Based on empirical data, UGC-funded universities assessed that, on average, each local applicant would submit 2 applications for admission. The number of applications submitted by non-local applicants considerably varies, and hence UGC-funded universities are not able to estimate the number of non-local applicants on the basis of the number of non-local applications received.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. Student intakes refer to the numbers of RPg students fully or partially funded by the UGC (including students financed by external funding).

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex B

Number of Students Graduated from UGC-funded RPg Programmes Beyond Normal Duration of Study from the 2013/14 to 2017/18 Academic Years

(Headcount)

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional Figures)
No. of Students Graduated Beyond Normal Duration of Study	830	852	894	1 205	1 023

Note:

1. The number of graduates of RPg programmes in the table covers all graduates as reported by universities, irrespective of whether they were funded by the UGC or external funding to pursue the programmes. Hence, graduates of (i) RPg programmes fully financed by external funding and (ii) part-time RPg programmes are covered in the table.
2. The normal duration of study for Master of Philosophy programmes is 2 years, while that for Doctor of Philosophy programmes is 3 years (for students who have a research master's degree) or 4 years (for students who do not have a research master's degree).
3. Figures of the 2018/19 academic year are not yet available from the UGC.

Annex C

Employment Situation of Non-Local Graduates of UGC-funded Full-time RPg Programmes from the 2012/13 to 2016/17 Academic Years

	2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year		2016/17 Academic Year	
	No. of Graduates	Percentage	No. of Graduates	Percentage	No. of Graduates	Percentage	No. of Graduates	Percentage	No. of Graduates	Percentage
No. of Graduates of Full-time Programmes	1 260	N.A.	1 366	N.A.	1 457	N.A.	1 532	N.A.	1 706	N.A.
No. of Graduates Responded to the Survey (Note 1)	767		961		1 019		1 112		1 301	
Response Rate	60.9%		70.3%		69.9%		72.6%		76.3%	
Employment Situation of Graduates Responded to the Survey										
Full-time Employed (Note 2)	468	61.0%	578	60.1%	631	61.9%	585	52.6%	721	55.4%
Hong Kong	141	18.4%	305	31.7%	379	37.2%	362	32.6%	450	34.6%
Regions Other than Hong Kong	160	20.9%	116	12.1%	163	16.0%	110	9.9%	165	12.7%
Mainland China	39	5.1%	49	5.1%	106	10.4%	47	4.2%	105	8.1%
Other Regions	121	15.8%	67	7.0%	57	5.6%	63	5.7%	60	4.6%
Not Available	167	21.8%	157	16.3%	89	8.7%	113	10.2%	106	8.1%
Further Studies (Note 2)	84	11.0%	120	12.5%	110	10.8%	135	12.1%	143	11.0%
Unemployed	23	3.0%	22	2.3%	42	4.1%	32	2.9%	46	3.5%
Underemployed (Note 3)	17	2.2%	29	3.0%	33	3.2%	31	2.8%	37	2.8%
Others (Note 4)	175	22.8%	212	22.1%	203	19.9%	329	29.6%	354	27.2%

Note:

1. Employment information on graduates of UGC-funded full-time programmes of a particular year was gathered by UGC-funded universities in the surveys on employment situation of graduates conducted in December of the year. Figures of the 2017/18 and 2018/19 academic years are not yet available from the UGC.
2. Non-local graduates who were full-time employed and pursued further studies exclude those who had returned to their place of origin for work or further studies.
3. Underemployed graduates refer to those who were available for work at any time or had sought work, but involuntarily worked less than 35 hours every week, and those who had part-time or temporary jobs.
4. "Others" refers to (i) graduates who had not sought work, (ii) local graduates who had emigrated, and (iii) non-local graduates who had returned to their place of origin for further studies or work.
5. The percentages may not add up to 100 due to rounding.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4903)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown by programme and mode of training (full-time and part-time) of the number of places, students and graduates of the teacher education programmes (including Higher Diploma in Child Care and Education, Bachelor of Education and Postgraduate Diploma in Education (PGDE) programmes) offered by subsidised universities over the past 5 years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 157)

Reply:

The approved intake places, student intakes and number of graduates of the teacher education programmes offered by the University Grants Committee (UGC)-funded universities by university, level of study, mode of study and normal duration of study from the 2013/14 to 2017/18 academic years are at **Annex**.

Annex

Approved Intake Places, Student Intakes and Number of Graduates of Teacher Education Programmes Offered by UGC-Funded Universities by University, Level of Study, Mode of Study and Normal Duration of Study from the 2013/14 to 2017/18 Academic Years

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates Note 1
HKBU	Undergraduate	Full-time	Primary/ secondary	5 years	2013/14	47	46	38	41 [2010/11]
					2014/15	47	46	33	41 [2011/12]
					2015/16	47	48	50	47 [2012/13 old academic structure]
					2016/17	61	70	44	47 [2012/13 new academic structure]
					2017/18	61	60	43	47 [2013/14]
				3 years Note 2	2013/14	40	46	46	40 [2012/13]
					2014/15	80	92	45	40 [2013/14]
					2015/16	40	39	49	40 [2014/15 old academic structure]
					2016/17	40	40	40	40 [2014/15 new academic structure]
					2017/18	40	42	41	40 [2015/16]
	Taught postgraduate	Full-time	Secondary	1 year	2013/14	10	13	13	10 [2013/14]
					2014/15	10	10	10	10 [2014/15]
					2015/16	10	13	12	10 [2015/16]
					2016/17	10	10	11	10 [2016/17]
					2017/18	10	10	10	10 [2017/18]
		Part-time	Primary/ secondary	2 years	2013/14	225	215	202	225 [2012/13]
					2014/15	225	233	195	225 [2013/14]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
					2015/16	225	215	201	225 [2014/15]
					2016/17	120	120	199	225 [2015/16]
					2017/18	120	113	117	120 [2016/17]
CUHK	Undergraduate	Full-time	Primary/ secondary	5 years	2013/14	93	95	54	66 [2010/11]
					2014/15	93	90	68	75 [2011/12]
					2015/16	93	95	84	89 [2012/13 old academic structure]
					2016/17	61	84	99	93 [2012/13 new academic structure]
					2017/18	61	83	82	93 [2013/14]
			Secondary	5 years	2013/14	18	18	17	30 [2010/11]
					2014/15	18	16	28	30 [2011/12]
					2015/16	18	20	14	22 [2012/13 old academic structure]
					2016/17	32	10	13	18 [2012/13 new academic structure]
					2017/18	32	11	15	18 [2013/14]
	Taught postgraduate	Full-time	Early childhood education	1 year	2016/17	10	9	9	10 [2016/17]
					2017/18	10	11	11	10 [2017/18]
			Primary	1 year	2013/14	140	133	131	140 [2013/14]
					2014/15	140	150	152	140 [2014/15]
					2015/16	140	138	135	140 [2015/16]
					2016/17	122	118	119	122 [2016/17]
					2017/18	122	117	114	122 [2017/18]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
			Secondary	1 year	2013/14	48	63	63	48 [2013/14]
					2014/15	48	56	52	48 [2014/15]
					2015/16	48	67	70	48 [2015/16]
					2016/17	64	70	69	64 [2016/17]
					2017/18	64	66	66	64 [2017/18]
		Part-time	Early childhood education	2 years	2016/17	N/A [Note 3]	11	N/A [Note 5]	N/A [Note 5]
					2017/18	N/A [Note 3]	9	8	N/A [Note 3]
			Primary	2 years	2013/14	70	84	52	70 [2012/13]
					2014/15	70	108	75	70 [2013/14]
					2015/16	84	89	109	70 [2014/15]
					2016/17	120	113	83	84 [2015/16]
					2017/18	120	108	110	120 [2016/17]
			Secondary	2 years	2013/14	300	302	257	200 [2012/13]
					2014/15	300	257	291	300 [2013/14]
					2015/16	286	228	246	300 [2014/15]
					2016/17	114	137	203	286 [2015/16]
					2017/18	114	118	127	114 [2016/17]
EdUHK	Sub-degree	Full-time	Early childhood education	3 years	2013/14	N/A [Note 4]	N/A [Note 4]	88	45 [2011/12]
				2 years	2013/14	210	220	214	210 [2012/13]
					2014/15	210	273	207	210 [2013/14]
					2015/16	316	327	257	210 [2014/15]
					2016/17	330	334	304	316 [2015/16]
					2017/18	373	377	308	330 [2016/17]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
		Part-time	Early childhood education	2 years	2013/14	200	57	87	200 [2012/13]
					2014/15	200	33	53	200 [2013/14]
					2015/16	77	25	34	200 [2014/15]
					2016/17	61	18	22	77 [2015/16]
					2017/18	11	20	14	61 [2016/17]
			Certificate in Professional Development Programme	Short-term course	2013/14	1 784	1 014	981	1 784 [2013/14]
					2014/15	1 784	1 215	1 179	1 784 [2014/15]
					2015/16	1 784	1 572	1 539	1 784 [2015/16]
					2016/17	1 784	1 451	1 404	1 784 [2016/17]
					2017/18	1 784	1 500	1 435	1 784 [2017/18]
	Undergraduate	Full-time	Early childhood education	5 years	2013/14	18	31	112	90 [2010/11]
					2014/15	18	27	108	90 [2011/12]
					2015/16	18	25	19	18 [2012/13 old academic structure]
					2016/17	18	24	26	18 [2012/13 new academic structure]
					2017/18	18	30	30	18 [2013/14]
			Primary/ secondary	5 years	2013/14	483	556	528	470 [2010/11]
					2014/15	483	567	555	472 [2011/12]
					2015/16	483	542	483	483 [2012/13 old academic structure]
					2016/17	444	530	586	483 [2012/13 new academic structure]
					2017/18	444	528	513	483 [2013/14]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
		Part-time	Early childhood education	3 years	2013/14	351	359	312	340 [2011/12]
					2014/15	351	461	366	351 [2012/13]
					2015/16	391	391	350	351 [2013/14]
					2016/17	221	257	445	351 [2014/15]
					2017/18	221	234	392	391 [2015/16]
				4 years	2016/17	130	128	N/A [Note 5]	N/A [Note 5]
					2017/18	130	168	N/A [Note 5]	N/A [Note 5]
			Primary	3 years	2013/14	20	N/A	16	15 [2011/12]
					2014/15	20	N/A	13	20 [2012/13]
			Professional and vocational	3 years	2013/14	20	21	23	24 [2011/12]
					2014/15	20	22	23	20 [2012/13]
					2015/16	20	23	18	20 [2013/14]
					2016/17	20	22	23	20 [2014/15]
					2017/18	20	23	19	20 [2015/16]
			Secondary	3 years	2013/14	20	N/A	4	12 [2011/12]
					2014/15	20	N/A	7	20 [2012/13]
			Special education	3 years	2013/14	90	91	108	90 [2011/12]
					2014/15	90	81	86	90 [2012/13]
					2015/16	90	94	81	90 [2013/14]
					2016/17	130	86	81	90 [2014/15]
					2017/18	130	109	81	90 [2015/16]
	Taught postgraduate	Full-time	Early childhood education	1 year	2016/17	10	10	9	10 [2016/17]
					2017/18	10	13	12	10 [2017/18]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
			Primary	1 year	2013/14	117	120	127	117 [2013/14]
					2014/15	117	131	126	117 [2014/15]
					2015/16	117	124	125	117 [2015/16]
					2016/17	97	103	97	97 [2016/17]
					2017/18	97	100	105	97 [2017/18]
			Secondary	1 year	2013/14	25	24	24	25 [2013/14]
					2014/15	25	26	26	25 [2014/15]
					2015/16	25	28	27	25 [2015/16]
					2016/17	52	55	52	52 [2016/17]
					2017/18	52	58	57	52 [2017/18]
		Part-time	Early childhood education	2 years	2013/14	30	80	71	30 [2012/13]
					2014/15	30	124	71	30 [2013/14]
					2015/16	80	118	110	30 [2014/15]
					2016/17	30	89	108	80 [2015/16]
					2017/18	30	115	82	30 [2016/17]
			Primary	2 years	2013/14	176	141	116	176 [2012/13]
					2014/15	176	189	135	176 [2013/14]
					2015/16	135	164	171	176 [2014/15]
					2016/17	130	175	159	135 [2015/16]
					2017/18	130	140	167	130 [2016/17]
			Professional and vocational	2 years	2013/14	20	24	18	20 [2012/13]
					2014/15	20	19	17	20 [2013/14]
					2015/16	20	21	15	20 [2014/15]
					2016/17	20	23	20	20 [2015/16]
					2017/18	20	26	22	20 [2016/17]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
			Secondary	2 years	2013/14	60	98	133	60 [2012/13]
					2014/15	60	67	81	60 [2013/14]
					2015/16	50	48	62	60 [2014/15]
					2016/17	20	104	44	50 [2015/16]
					2017/18	20	128	93	20 [2016/17]
HKUST	Undergraduate	Full-time	Secondary	4 years	2013/14	N/A [Note 4]	N/A [Note 4]	17	20 [2010/11]
					2014/15	N/A [Note 4]	N/A [Note 4]	16	20 [2011/12]
					2015/16	N/A [Note 4]	N/A [Note 4]	1	N/A [Note 6]
HKU	Undergraduate	Full-time	Primary	4 years	2013/14	N/A [Note 4]	N/A [Note 4]	31	30 [2010/11]
					2014/15	N/A [Note 4]	N/A [Note 4]	31	30 [2011/12]
					2015/16	N/A [Note 4]	N/A [Note 4]	28	30 [2012/13]
					2016/17	N/A [Note 4]	N/A [Note 4]	N/A	N/A
					2017/18	N/A [Note 4]	N/A [Note 4]	1	N/A [Note 6]
			Primary/ secondary	5 years	2013/14	70	70	46	25 [2010/11]
					2014/15	70	78	48	25 [2011/12]
					2015/16	70	71	49	51 [2012/13 old academic structure]
					2016/17	57	67	63	70 [2012/13 new academic structure]
					2017/18	57	67	64	70 [2013/14]
			Secondary	5 years	2013/14	41	43	29	55 [2010/11]
					2014/15	41	40	32	55 [2011/12]
					2015/16	41	42	28	30 [2012/13 old academic structure]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
					2016/17	60	53	36	41 [2012/13 old academic structure]
					2017/18	60	60	39	41 [2013/14]
	Taught postgraduate	Full-time	Early childhood education	1 year	2016/17	10	10	9	10 [2016/17]
					2017/18	10	10	9	10 [2017/18]
			Primary	1 year	2013/14	45	47	47	45 [2013/14]
					2014/15	45	44	43	45 [2014/15]
					2015/16	45	42	42	45 [2015/16]
					2016/17	35	36	35	35 [2016/17]
					2017/18	35	35	32	35 [2017/18]
			Secondary	1 year	2013/14	56	65	65	56 [2013/14]
					2014/15	56	71	71	56 [2014/15]
					2015/16	56	80	78	56 [2015/16]
					2016/17	55	55	56	55 [2016/17]
					2017/18	55	55	54	55 [2017/18]
		Part-time	Early childhood education	2 years	2013/14	26	24	24	26 [2012/13]
					2014/15	26	26	25	26 [2013/14]
					2015/16	26	25	25	26 [2014/15]
					2016/17	26	25	25	26 [2015/16]
					2017/18	26	26	23	26 [2016/17]
			Primary	2 years	2013/14	60	59	57	60 [2012/13]
					2014/15	60	60	56	60 [2013/14]
					2015/16	60	56	59	60 [2014/15]
					2016/17	60	59	57	60 [2015/16]

University	Level of study	Mode of study	Level of teacher education programme	Normal duration of study	Academic year	Approved intake places	Student intakes	No. of graduates	No. of places in the year of admission of graduates [Note 1]
					2017/18	60	59	54	60 [2016/17]
			Secondary	2 years	2013/14	154	140	144	154 [2012/13]
					2014/15	154	132	129	154 [2013/14]
					2015/16	154	139	131	154 [2014/15]
					2016/17	61	61	134	154 [2015/16]
					2017/18	61	62	57	61 [2016/17]

Notes:

1. The UGC assumes that that the graduates of a certain year complete the programme within the normal duration of study, and provides the number of approved first-year student intakes in the corresponding year of admission of the graduates of the programme concerned. In addition, 2012/13 is the double-cohort year. In that academic year, the normal duration of study of undergraduates under the old academic structure was 1 year shorter than that under the new academic structure. However, the actual duration of study of individual students may be different due to postponement or even termination of study, or completion of programme beyond the normal duration of study. Under such circumstances, the UGC is unable to trace the actual year of admission of the graduates concerned. Also, the actual number of student intake may be different from the number of places in a year.
2. The Diploma in Education programme offered by HKBU is normally taken by students in the last 3 years of the 5-year study period of the undergraduate programme under the new academic structure, or the last 2 years of the 4-year study period of the undergraduate programme under the old academic structure. As such, first-year-first-degree students admitted in the double-cohort academic year of 2012/13 normally took this programme in the 2014/15 academic year, and the 2 cohorts of students under the old and new academic structures enrolled in the academic year normally graduated in the 2015/16 and 2016/17 academic years respectively.
3. The intake places of the part-time programme concerned are provided by reallocating the university's approved intake places of other teacher education programmes at the same level of study. The UGC planned to provide funded places for the part-time course separately from the 2019/20 academic year.
4. The programme does not have approved intake places or student intakes in the year(s) nearing discontinuation.
5. The programme does not have graduates at the initial stage of operation.
6. The actual duration of study of individual students of programmes which will soon be discontinued may be longer than the normal duration. As such, the number of intake places in the year of admission of graduates is not applicable.

7. To ensure proper use of public funds, the UGC has required that starting from the 2016/17 academic year, the student number targets of various teacher education programmes offered by universities should be met as far as possible, except for individual teacher education programmes with a relatively low approved student number target.

8. Abbreviations:

HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5347)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please list out the number of places of funded bachelor's degree and master's degree programmes in healthcare and allied health disciplines as well as the unit cost of each programme in each of the academic year from 2016/17 to 2019/20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 122)

Reply:

The approved and estimated numbers of intake places for the University Grants Committee (UGC)-funded programmes by category of medical profession and level of study from the 2016/17 to 2019/20 academic years are at the **Annex**.

The recurrent grants to the UGC-funded universities are in the form of a block grant. As funding for the above programmes is subsumed under the block grants, the UGC is unable to provide information on the actual subvention for individual programmes. The average student unit cost for a particular level of study is derived based on the actual cost incurred by UGC-funded expenditure items as reported by the universities. According to the information provided by the universities, the average student unit costs per annum at undergraduate and taught postgraduate (TPg) levels for the 2014/15 to 2017/18 academic years were $238,000 and $230,000 respectively. The bulk was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. $42,100 per annum for full-time UGC-funded undergraduate and TPg programmes). The average student unit cost for the 2018/19 academic year and beyond is not yet available.

Annex

Approved and estimated numbers of intake places for healthcare-related UGC-funded programmes by category of medical profession and level of study from the 2016/17 to 2019/20 academic years

Category of medical profession	**Level of study**	**2016/17**	**2017/18**	**2018/19**	**2019/20#**
Medical officer	Undergraduate programme	470	470	470	530
Nurse	Undergraduate programme	755	755	755	815
Medical laboratory technologist	Undergraduate programme	54	54	54	54
Radiographer	Undergraduate programme	110	110	110	110
Physiotherapist	Undergraduate programme	130	130	130	150
Occupational therapist	Undergraduate programme	100	100	100	100
Dental officer	Undergraduate programme	73	73	73	80
	Taught postgraduate programme	-	-	-	20
Chinese medicine practitioner	Undergraduate programme	79	79	79	79
Clinical psychologist	Taught postgraduate programme	38	38	38	38
Optometrist	Undergraduate programme	40	40	40	45
Pharmacist	Undergraduate programme	90	90	90	91

Notes:

Estimated intake places.

1. " - " denotes nil.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 5358)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Regarding the Postdoctoral Fellowship Scheme, the Research Grants Council (RGC) Research Fellow Scheme and the RGC Research Fellow Scheme to be launched in the 2019/20 academic year, what is the progress of the related preparation work and what are the details of these Schemes?

2. Regarding the triennial recurrent funding provided by the University Grants Committee (UGC) for the UGC-funded universities, while it is stipulated that 75% of the block grant is intended for teaching and 23% for research, universities have autonomy over the allocation of the grant. Please list the ratio of the recurrent funding used for teaching to that used for research by university in each of the last 3 trienniums.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 173)

Reply:

1. The Task Force on Review of Research Policy and Funding (TFRPF) has made an array of recommendations to facilitate the development of the research sector in Hong Kong, among which is the introduction of research fellowship schemes. The Chief Executive has announced in the 2018 Policy Address her acceptance of the TFRPF's recommendations in full. As for the research fellowship schemes, it is proposed that a recurrent expenditure of about $190 million per annum be reserved to support the Research Grants Council (RGC) in introducing three new regular fellowship schemes, which will benefit postdoctoral researchers, researchers at associate professor rank and researchers at professor rank respectively.

   According to the preliminary proposal, the quota for each round of the Postdoctoral Fellowship Scheme will be 50, and each outstanding postdoctoral fellow will be awarded with a stipend comprising a basic salary for a full-time university post (i.e. around $380,000 per annum) and a travel allowance for conference and/or research-related activities (around $10,000 per annum) for up to three years. This

will encourage PhD graduates to pursue research careers and create more postdoctoral positions in the higher education sector.

The RGC Research Fellow Scheme and RGC Senior Research Fellow Scheme are open for application by researchers at the ranks of associate professor and professor respectively, so as to provide sustained support for outstanding academics to undertake research. According to the preliminary proposal, the quota for each round of both Schemes will be 10 at the initial stage. With a fellowship period of 5 years, the two Schemes will provide the concerned University Grants Committee (UGC)-funded universities with subsidies to recruit replacement teachers, so that the awardees can be released from teaching (except for supervising research postgraduate students) or administrative duties and focus on their research. The actual subsidy amounts will be determined with reference to the annual average basic salaries of academic staff at UGC-funded universities at the ranks of associate professor and professor (i.e. around $0.92 million and $1.6 million respectively).

Applications for the three new schemes will be divided into two streams (i.e. science and technology (including medicine and engineering); and humanities, social sciences and business). The RGC is drawing up details of the new schemes and their application procedures in consultation with the institutions and subject specialists, with a view to launching the new schemes in the 2019/20 academic year to render appropriate support to promising and outstanding researchers.

2. Teaching and research are the two closely-linked central foci in the higher education sector. Teaching should be based on research, and academics should acquire the most cutting-edge knowledge through research, which facilitates the transmission of knowledge and in turn fosters teaching. The UGC has all along attached great importance to the quality of teaching and learning in universities. It has also encouraged and enhanced universities' teaching and learning through various teaching and learning initiatives, including the annual provision of the Teaching Development and Language Enhancement Grant (TDLEG) to universities to enhance teaching quality and students' language proficiency; organisation of the annual UGC Teaching Award to honour those who excel in teaching in the UGC sector; and implementation of the Funding Schemes for Teaching and Learning Related Proposals in the 2012-15 and 2016-19 triennia to incentivise universities to explore and promote development in sector-wide strategic areas of teaching and learning, language enhancement and internationalisation. The amount of TDLEG to be provided for universities in the 2019-22 triennium will amount to $781.2 million, representing an increase of $268.4 million over the previous cycle. The increased provision will enable universities to focus on efforts to bring funded projects to completion, and continue to implement meaningful initiatives identified in previous funding schemes. Of equal importance is that this helps the UGC assure the community that it values teaching and learning as much as research.

According to the information reported by UGC-funded universities, expenditure items of universities can be broadly divided into "departmental expenditure on teaching", "departmental expenditure on research" and "central cost". "Central cost" include expenditures relating to management and general items, academic support, student and general education services, institutional premises, etc. In addition to UGC funding,

universities have other sources of income including donations and other research funding. The actual expenditures reported by universities are not solely covered by UGC funding.

A breakdown by various uses of expenditure and their percentage shares in individual universities' recurrent expenditure in the academic years from 2013/14 to 2017/18 is as follows:

		Use of Expenditure		
University	Academic Year	Departmental Expenditure on Teaching	Departmental Expenditure on Research	Central Cost
City University of Hong Kong	2013/14	47.8%	22.4%	29.8%
	2014/15	47.6%	22.9%	29.4%
	2015/16	46.2%	24.2%	29.6%
	2016/17	44.2%	25.1%	30.7%
	2017/18	43.7%	24.8%	31.5%
Hong Kong Baptist University	2013/14	46.2%	19.4%	34.4%
	2014/15	44.5%	19.2%	36.3%
	2015/16	44.7%	20.1%	35.2%
	2016/17	42.4%	20.3%	37.2%
	2017/18	43.0%	21.8%	35.2%
Lingnan University	2013/14	57.0%	15.2%	27.7%
	2014/15	47.9%	17.3%	34.9%
	2015/16	43.5%	18.8%	37.6%
	2016/17	39.5%	18.6%	41.9%
	2017/18	37.5%	19.5%	42.9%
The Chinese University of Hong Kong	2013/14	40.6%	30.4%	29.0%
	2014/15	41.5%	31.4%	27.1%
	2015/16	42.2%	32.2%	25.6%
	2016/17	41.7%	31.9%	26.4%
	2017/18	41.4%	32.8%	25.9%
The Education University of Hong Kong	2013/14	49.0%	16.8%	34.2%
	2014/15	48.5%	17.9%	33.6%
	2015/16	47.5%	18.6%	33.9%
	2016/17	45.4%	20.4%	34.2%
	2017/18	45.1%	21.7%	33.2%
The Polytechnic University of Hong Kong	2013/14	46.9%	23.4%	29.8%
	2014/15	46.1%	24.9%	29.0%
	2015/16	43.6%	26.3%	30.0%
	2016/17	42.0%	29.2%	28.8%
	2017/18	40.1%	29.5%	30.4%
The Hong Kong University of Science and Technology	2013/14	36.0%	30.2%	33.8%
	2014/15	37.8%	28.2%	34.0%
	2015/16	36.5%	27.8%	35.7%
	2016/17	34.2%	31.5%	34.3%
	2017/18	34.4%	31.1%	34.4%

The University of Hong Kong	2013/14	35.2%	36.8%	28.0%
	2014/15	35.0%	36.1%	28.8%
	2015/16	35.8%	37.2%	27.0%
	2016/17	34.7%	35.1%	30.2%
	2017/18	35.9%	36.0%	28.1%

Notes:

1. The above figures are calculated based on the fiscal year of UGC-funded universities (July to June).
2. The above figures cover expenditures on both UGC-funded and self-financing activities.
3. Percentages may not add up to the corresponding totals due to rounding.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 5382)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide information on the following in the past 5 years (from 2014/15 to 2018/19):

1. Regarding the 15 competitive research funding schemes administered by the Research Grants Council for the funded universities, please set out the number of projects supported and amount awarded for these projects under each funding scheme in the table below:

Name of Competitive Research Funding Scheme	No. of Projects Supported	Amount Awarded

2. Regarding the 15 competitive research funding schemes mentioned above, please give the respective numbers of applications received under each academic programme category (APC) (i.e. according to the 17 categories under which the teaching funding for UGC-funded universities is allocated, e.g. Medicine, Engineering and Technology, and Social Sciences), numbers of applications approved, success rates, and amount awarded, with a breakdown by research funding scheme and APC:

Name of Competitive Research Funding Scheme	APC	No. of Applications Received	No. of Applications Approved	Success Rate	Amount Awarded

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 201)

Reply:

1. The number of funded projects and the respective approved funding amount under each competitive research funding scheme or fellowship scheme administered by the Research Grants Council (RGC) for application from the University Grants Committee (UGC)-funded universities in the past five academic years (2014/15 to 2018/19) are set out at **Annex A**.

2. The number of applications, number of funded projects, success rate and the respective approved funding amount under each competitive research funding scheme or fellowship scheme administered by the RGC for application from the UGC-funded universities in the past five academic years (2014/15 to 2018/19), with breakdown by broad subject category (funded projects are categorised by the RGC into the disciplines of Biology and Medicine, Business Studies, Engineering, Humanities and Social Sciences as well as Physical Sciences), are set out at **Annex B**.

Annex A

2014/15 Academic Year

Name of Competitive Research Funding Scheme	Number of Funded Projects/ Awardees	Approved Funding Amount ($ million)
Collaborative Research Fund	30	165.1 (Note 1)
Early Career Scheme	154	94.1
Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes	6	1.2
General Research Fund	972	594.9
Germany / Hong Kong Joint Research Scheme	13	1.0
Hong Kong PhD Fellowship Scheme	223	167.3
Humanities and Social Sciences Prestigious Fellowship Scheme	7	5.3
National Natural Science Foundation of China / RGC Joint Research Scheme	22	23.2
PROCORE-France / Hong Kong Joint Research Scheme	10	0.7
The French National Research Agency / RGC Joint Research Scheme	5	11.0
Theme-based Research Scheme	4	205.0

2015/16 Academic Year

Name of Competitive Research Funding Scheme	Number of Funded Projects/ Awardees	Approved Funding Amount ($ million)
Collaborative Research Fund	18	110.0
Early Career Scheme	151	91.9
Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes	6	1.2
General Research Fund	949	596.5
Germany / Hong Kong Joint Research Scheme	15	1.0
Hong Kong PhD Fellowship Scheme	216	162.0
Humanities and Social Sciences Prestigious Fellowship Scheme	3	1.5
National Natural Science Foundation of China / RGC Joint Research Scheme	23	26.3
PROCORE-France / Hong Kong Joint Research Scheme	15	0.9
The French National Research Agency / RGC Joint Research Scheme	3	7.1
Theme-based Research Scheme	5	202.8

2016/17 Academic Year

Name of Competitive Research Funding Scheme	Number of Funded Projects/ Awardees	Approved Funding Amount ($ million)
Areas of Excellence Scheme(Note 2)	3	231.2
Collaborative Research Fund	18	110.0
Early Career Scheme	155	89.2
EU-HK Research and Innovation Cooperation Co-funding Mechanism by the RGC	4	9.0
Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes	6	1.3
General Research Fund	969	599.2
Germany / Hong Kong Joint Research Scheme	12	1.0
Hong Kong PhD Fellowship Scheme	231	173.3
Humanities and Social Sciences Prestigious Fellowship Scheme	4	2.9
National Natural Science Foundation of China / RGC Joint Research Scheme	22	24.2
PROCORE-France / Hong Kong Joint Research Scheme	10	0.7
The French National Research Agency / RGC Joint Research Scheme	3	6.5
Theme-based Research Scheme	7	230.0

2017/18 Academic Year

Name of Competitive Research Funding Scheme	Number of Funded Projects/ Awardees	Approved Funding Amount ($ million)
Collaborative Research Fund	18	110.0
Early Career Scheme	151	84.3
EU-HK Research and Innovation Cooperation Co-funding Mechanism by the RGC	6	10.0
Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes	6	1.0
General Research Fund	964	593.4
Germany / Hong Kong Joint Research Scheme	14	1.1
Hong Kong PhD Fellowship Scheme	231	173.3
Humanities and Social Sciences Prestigious Fellowship Scheme	5	3.7
National Natural Science Foundation of China / RGC Joint Research Scheme	22	25.7
PROCORE-France / Hong Kong Joint Research Scheme	15	1.0
The French National Research Agency / RGC Joint Research Scheme	3	7.9
Theme-based Research Scheme	5	180.0

2018/19 Academic Year

Name of Competitive Research Funding Scheme	Number of Funded Projects/ Awardees	Approved Funding Amount ($ million)(Note 3)
Areas of Excellence Scheme(Note 2)	3	216.1
Collaborative Research Fund	20	110.0
Early Career Scheme	153	86.7
EU-HK Research and Innovation Cooperation Co-funding Mechanism by the RGC(Note 4)	-	-
Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes	7	1.1
General Research Fund	989	592.2
Germany / Hong Kong Joint Research Scheme	14	1.1
Hong Kong PhD Fellowship Scheme	231	217.5(Note 5)
Humanities and Social Sciences Prestigious Fellowship Scheme	7	4.5
Joint Laboratory Funding Scheme(Note 6)	-	-
National Natural Science Foundation of China / RGC Joint Research Scheme	24	26.2
PROCORE-France / Hong Kong Joint Research Scheme	11	0.8
Research Impact Fund	30	192.9
The French National Research Agency / RGC Joint Research Scheme	3	7.9
Theme-based Research Scheme	5	180.0

Note 1 Including HK$60 million provided by the UGC on a one-off basis to support the procurement of major research facilities, equipment or library collections.

Note 2 There was no Areas of Excellence Scheme exercise in 2014/15, 2015/16 and 2017/18.

Note 3 Position up to 28 February 2019.

Note 4 As at 28 February 2019, the funding result of the European Union-Hong Kong Research and Innovation Cooperation Co-funding Mechanism by the RGC 2018/19 was not yet announced.

Note 5 Starting from the 2018/19 academic year, stipend of awardees is adjusted annually in accordance with the Composite Consumer Price Index (CPI).

Note 6 The RGC launched a one-off competitive funding scheme called Joint Laboratory Funding Scheme in 2018/19. Funding results will be announced in June 2019.

Annex B

Areas of Excellence Scheme

Broad Subject Category	**Number of Applications**	**Number of Funded Projects**	**Success Rate**	**Approved Funding Amount ($ million)**
2016/17 Academic Year(Notes 2, 3)				
Biology and Medicine	9	2	22%	153.1
Business Studies	2	0	0%	0
Engineering	3	0	0%	0
Humanities and Social Sciences	4	0	0%	0
Physical Sciences	5	1	20%	78.1
Total(Note 1)	**23**	**3**	**13%**	**231.2**
2018/19 Academic Year(Notes 2, 3, 4)				
Biology and Medicine	6	1	17%	72.7
Business Studies	0	-	-	-
Engineering	2	1	50%	73.8
Humanities and Social Sciences	1	0	0%	0
Physical Sciences	6	1	17%	69.6
Total(Note 1)	**15**	**3**	**20%**	**216.1**

Collaborative Research Fund

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year (Note 5)				
Biology and Medicine	64	16	25%	83.4
Business Studies	1	0	0%	0
Engineering	38	7	18%	34.5
Humanities and Social Sciences	19	0	0%	0
Physical Sciences	33	7	21%	47.2
Total (Note 1)	**155**	**30**	**19%**	**165.1**
2015/16 Academic Year				
Biology and Medicine	67	8	12%	48.5
Business Studies	3	0	0%	0
Engineering	35	5	14%	31.2
Humanities and Social Sciences	20	1	5%	4.7
Physical Sciences	28	4	14%	25.7
Total (Note 1)	**153**	**18**	**12%**	**110.0**
2016/17 Academic Year				
Biology and Medicine	75	8	11%	52.3
Business Studies	1	0	0%	0
Engineering	42	5	12%	31.8
Humanities and Social Sciences	24	3	13%	14.3
Physical Sciences	31	2	6%	11.6
Total (Note 1)	**173**	**18**	**10%**	**110.0**
2017/18 Academic Year				
Biology and Medicine	82	7	9%	46.3
Business Studies	2	0	0%	0
Engineering	56	4	7%	22.3
Humanities and Social Sciences	20	1	5%	6.7
Physical Sciences	43	6	14%	34.7
Total (Note 1)	**203**	**18**	**9%**	**110.0**
2018/19 Academic Year (Note 4)				
Biology and Medicine	94	9	10%	45.3
Business Studies	1	0	0%	0
Engineering	71	6	8%	30.5
Humanities and Social Sciences	16	1	6%	6.3
Physical Sciences	42	4	10%	27.9
Total (Note 1)	**224**	**20**	**9%**	**110.0**

Early Career Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year				
Biology and Medicine	38	20	53%	13.3
Business Studies	49	16	33%	7.7
Engineering	62	33	53%	22.0
Humanities and Social Sciences	170	59	35%	31.0
Physical Sciences	40	26	65%	20.1
Total(Note 1)	**359**	**154**	**43%**	**94.1**
2015/16 Academic Year				
Biology and Medicine	49	18	37%	15.4
Business Studies	65	22	34%	9.0
Engineering	59	31	53%	20.6
Humanities and Social Sciences	172	59	34%	30.6
Physical Sciences	33	21	64%	16.4
Total(Note 1)	**378**	**151**	**40%**	**91.9**
2016/17 Academic Year				
Biology and Medicine	68	20	29%	22.1
Business Studies	69	27	39%	10.5
Engineering	52	32	62%	18.2
Humanities and Social Sciences	150	57	38%	26.4
Physical Sciences	27	19	70%	11.9
Total(Note 1)	**366**	**155**	**42%**	**89.2**
2017/18 Academic Year				
Biology and Medicine	69	18	26%	19.0
Business Studies	82	32	39%	12.5
Engineering	50	24	48%	14.3
Humanities and Social Sciences	163	58	36%	27.4
Physical Sciences	32	19	59%	11.2
Total(Note 1)	**396**	**151**	**38%**	**84.3**
2018/19 Academic Year(Note 4)				
Biology and Medicine	54	14	26%	15.6
Business Studies	86	34	40%	12.9
Engineering	54	23	43%	15.3
Humanities and Social Sciences	155	59	38%	32.9
Physical Sciences	32	23	72%	9.9
Total(Note 1)	**381**	**153**	**40%**	**86.7**

EU-HK Research and Innovation Cooperation Co-funding Mechanism by the RGC

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2016/17 Academic Year(Note 2)				
Biology and Medicine	1	1	100%	2.5
Business Studies	0	-	-	-
Engineering	2	2	100%	4.5
Humanities and Social Sciences	0	-	-	-
Physical Sciences	1	1	100%	2.0
Total(Note 1)	**4**	**4**	**100%**	**9.0**
2017/18 Academic Year(Notes 2,4)				
Biology and Medicine	1	1	100%	1.2
Business Studies	0	-	-	-
Engineering	4	3	75%	4.3
Humanities and Social Sciences	0	-	-	-
Physical Sciences	2	2	100%	4.5
Total(Note 1)	**7**	**6**	**86%**	**10.0**

Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year				
Biology and Medicine	2	0	0%	0
Business Studies	12	0	0%	0
Engineering	10	3	30%	0.2
Humanities and Social Sciences	32	3	9%	0.9
Physical Sciences	2	0	0%	0
Total(Note 1)	**58**	**6**	**10%**	**1.2**
2015/16 Academic Year				
Biology and Medicine	7	2	29%	0.5
Business Studies	9	0	0%	0
Engineering	8	0	0%	0
Humanities and Social Sciences	32	3	9%	0.6
Physical Sciences	4	1	25%	0.1
Total(Note 1)	**60**	**6**	**10%**	**1.2**
2016/17 Academic Year				
Biology and Medicine	4	0	0%	0
Business Studies	6	0	0%	0
Engineering	2	1	50%	0.1
Humanities and Social Sciences	27	4	15%	1.2
Physical Sciences	4	1	25%	0.1
Total(Note 1)	**43**	**6**	**14%**	**1.3**
2017/18 Academic Year				
Biology and Medicine	3	0	0%	0
Business Studies	3	0	0%	0
Engineering	18	1	6%	0.1
Humanities and Social Sciences	41	5	12%	0.9
Physical Sciences	2	0	0%	0
Total(Note 1)	**67**	**6**	**9%**	**1.0**
2018/19 Academic Year(Note 4)				
Biology and Medicine	1	0	0%	0
Business Studies	2	0	0%	0
Engineering	5	0	0%	0
Humanities and Social Sciences	32	7	22%	1.1
Physical Sciences	0	-	-	-
Total(Note 1)	**40**	**7**	**18%**	**1.1**

General Research Fund

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year				
Biology and Medicine	610	193	32%	158.3
Business Studies	349	143	41%	48.6
Engineering	746	287	38%	186.6
Humanities and Social Sciences	609	187	31%	97.0
Physical Sciences	347	162	47%	104.5
Total(Note 1)	**2 661**	**972**	**37%**	**594.9**
2015/16 Academic Year				
Biology and Medicine	617	170	28%	161.0
Business Studies	317	112	35%	43.4
Engineering	767	287	37%	181.8
Humanities and Social Sciences	667	218	33%	105.0
Physical Sciences	342	162	47%	105.3
Total(Note 1)	**2 710**	**949**	**35%**	**596.5**
2016/17 Academic Year				
Biology and Medicine	653	176	27%	167.7
Business Studies	320	110	34%	48.9
Engineering	780	303	39%	185.0
Humanities and Social Sciences	691	183	26%	94.6
Physical Sciences	369	197	53%	103.0
Total(Note 1)	**2 813**	**969**	**34%**	**599.2**
2017/18 Academic Year				
Biology and Medicine	660	171	26%	170.2
Business Studies	342	116	34%	49.9
Engineering	779	300	39%	170.5
Humanities and Social Sciences	736	176	24%	103.2
Physical Sciences	376	201	53%	99.6
Total(Note 1)	**2 893**	**964**	**33%**	**593.4**
2018/19 Academic Year(Note 4)				
Biology and Medicine	657	180	27%	164.7
Business Studies	341	114	33%	45.8
Engineering	756	272	36%	169.1
Humanities and Social Sciences	774	207	27%	110.1
Physical Sciences	417	216	52%	102.6
Total(Note 1)	**2 945**	**989**	**34%**	**592.2**

Germany / Hong Kong Joint Research Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year				
Biology and Medicine	10	1	10%	0.1
Business Studies	2	1	50%	0.1
Engineering	10	5	50%	0.4
Humanities and Social Sciences	8	2	25%	0.1
Physical Sciences	8	4	50%	0.3
Total(Note 1)	**38**	**13**	**34%**	**1.0**
2015/16 Academic Year				
Biology and Medicine	8	2	25%	0.1
Business Studies	2	0	0%	0
Engineering	11	5	45%	0.4
Humanities and Social Sciences	9	4	44%	0.2
Physical Sciences	6	4	67%	0.3
Total(Note 1)	**36**	**15**	**42%**	**1.0**
2016/17 Academic Year				
Biology and Medicine	9	0	0%	0
Business Studies	1	0	0%	0
Engineering	5	3	60%	0.3
Humanities and Social Sciences	11	4	36%	0.3
Physical Sciences	11	5	46%	0.4
Total(Note 1)	**37**	**12**	**32%**	**1.0**
2017/18 Academic Year				
Biology and Medicine	4	2	50%	0.2
Business Studies	1	1	100%	0.1
Engineering	10	6	60%	0.5
Humanities and Social Sciences	7	2	29%	0.1
Physical Sciences	4	3	75%	0.3
Total(Note 1)	**26**	**14**	**54%**	**1.1**
2018/19 Academic Year(Note 4)				
Biology and Medicine	11	4	36%	0.3
Business Studies	3	0	0%	0
Engineering	10	6	60%	0.5
Humanities and Social Sciences	7	1	14%	0.1
Physical Sciences	9	3	33%	0.2
Total(Note 1)	**40**	**14**	**35%**	**1.1**

Hong Kong PhD Fellowship Scheme

Broad Subject Category	Number of Applications	Number of Awardees	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year(Note 6)				
Arts and Humanities	927	27	2.9%	20.3
Business and Management	676	8	1.2%	6.0
Education	211	1	0.5%	0.8
Social Sciences	784	27	3.4%	20.3
Engineering and Technology	1 709	85	5.0%	63.8
Medicine, Dentistry and Health	544	16	2.9%	12.0
Sciences	1 655	59	3.6%	44.3
Total(Note 1)	**6 506**	**223**	**3.4%**	**167.3**
2015/16 Academic Year(Note 6)				
Arts and Humanities	813	27	3.3%	20.3
Business and Management	593	8	1.3%	6.0
Education	194	2	1.0%	1.5
Social Sciences	626	20	3.2%	15.0
Engineering and Technology	1 551	77	5.0%	57.8
Medicine, Dentistry and Health	424	12	2.8%	9.0
Sciences	1 232	70	5.7%	52.5
Total(Note 1)	**5 433**	**216**	**4.0%**	**162.0**
2016/17 Academic Year(Note 6)				
Arts and Humanities	747	24	3.2%	18.0
Business and Management	643	12	1.9%	9.0
Education	212	5	2.4%	3.8
Social Sciences	652	24	3.7%	18.0
Engineering and Technology	1 394	66	4.7%	49.5
Medicine, Dentistry and Health	431	21	4.9%	15.8
Sciences	1 450	79	5.4%	59.3
Total(Note 1)	**5 529**	**231**	**4.2%**	**173.3**
2017/18 Academic Year(Note 6)				
Arts and Humanities	924	26	2.8%	19.5
Business and Management	733	16	2.2%	12.0
Education	225	5	2.2%	3.8
Social Sciences	740	18	2.4%	13.5
Engineering and	1 774	78	4.4%	58.5

Technology				
Medicine, Dentistry and Health	470	17	3.6%	12.8
Sciences	1 588	71	4.5%	53.3
Total(Note 1)	**6 454**	**231**	**3.6%**	**173.3**
2018/19 Academic Year(Notes 4,6)				
Arts and Humanities	1 104	26	2.4%	24.5
Business and Management	831	15	1.8%	14.1
Education	343	9	2.6%	8.5
Social Sciences	902	24	2.7%	22.6
Engineering and Technology	2 102	69	3.3%	65.0
Medicine, Dentistry and Health	682	29	4.3%	27.3
Sciences	1 941	59	3.0%	55.5
Total(Note 1)	**7 905**	**231**	**2.9%**	**217.5**

Humanities and Social Sciences Prestigious Fellowship Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	0	-	-	-
Humanities and Social Sciences	17	7	41%	5.3
Physical Sciences	0	-	-	-
Total(Note 1)	**17**	**7**	**41%**	**5.3**
2015/16 Academic Year				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	0	-	-	-
Humanities and Social Sciences	22	3	14%	1.5
Physical Sciences	0	-	-	-
Total(Note 1)	**22**	**3**	**14%**	**1.5**
2016/17 Academic Year				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	0	-	-	-
Humanities and Social Sciences	17	4	24%	2.9
Physical Sciences	0	-	-	-
Total(Note 1)	**17**	**4**	**24%**	**2.9**
2017/18 Academic Year				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	0	-	-	-
Humanities and Social Sciences	21	5	24%	3.7
Physical Sciences	0	-	-	-
Total(Note 1)	**21**	**5**	**24%**	**3.7**
2018/19 Academic Year(Note 4)				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	0	-	-	-
Humanities and Social Sciences	22	7	32%	4.5
Physical Sciences	0	-	-	-
Total(Note 1)	**22**	**7**	**32%**	**4.5**

National Natural Science Foundation of China / RGC Joint Research Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year(Note 2)				
Biology and Medicine	81	6	7%	6.6
Business Studies	7	0	0%	0
Engineering	81	8	10%	8.4
Humanities and Social Sciences	3	0	0%	0
Physical Sciences	54	8	15%	8.3
Total(Note 1)	**226**	**22**	**10%**	**23.2**
2015/16 Academic Year(Note 2)				
Biology and Medicine	51	5	10%	5.9
Business Studies	5	0	0%	0
Engineering	60	9	15%	10.4
Humanities and Social Sciences	5	0	0%	0
Physical Sciences	27	9	33%	9.9
Total(Note 1)	**148**	**23**	**16%**	**26.3**
2016/17 Academic Year(Note 2)				
Biology and Medicine	53	6	11%	6.7
Business Studies	8	1	13%	0.8
Engineering	52	8	15%	9.0
Humanities and Social Sciences	2	0	0%	0
Physical Sciences	21	7	33%	7.7
Total(Note 1)	**136**	**22**	**16%**	**24.2**
2017/18 Academic Year(Note 2)				
Biology and Medicine	64	9	14%	10.1
Business Studies	3	0	0%	0
Engineering	55	2	4%	2.2
Humanities and Social Sciences	2	0	0%	0
Physical Sciences	35	11	31%	13.4
Total(Note 1)	**159**	**22**	**14%**	**25.7**
2018/19 Academic Year(Notes 2,4)				
Biology and Medicine	70	9	13%	10.2
Business Studies	7	0	0%	0
Engineering	75	8	11%	8.1
Humanities and Social Sciences	2	0	0%	0
Physical Sciences	38	7	18%	8.0
Total(Note 1)	**192**	**24**	**13%**	**26.2**

PROCORE-France / Hong Kong Joint Research Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year				
Biology and Medicine	10	1	10%	0.1
Business Studies	2	0	0%	0
Engineering	16	1	6%	0.1
Humanities and Social Sciences	10	3	30%	0.1
Physical Sciences	13	5	38%	0.4
Total(Note 1)	**51**	**10**	**20%**	**0.7**
2015/16 Academic Year				
Biology and Medicine	9	2	22%	0.1
Business Studies	3	0	0%	0
Engineering	14	4	29%	0.3
Humanities and Social Sciences	5	2	40%	0.2
Physical Sciences	15	7	47%	0.3
Total(Note 1)	**46**	**15**	**33%**	**0.9**
2016/17 Academic Year				
Biology and Medicine	6	2	33%	0.1
Business Studies	1	1	100%	0.1
Engineering	14	3	21%	0.2
Humanities and Social Sciences	10	1	10%	0.03
Physical Sciences	20	3	15%	0.2
Total(Note 1)	**51**	**10**	**20%**	**0.7**
2017/18 Academic Year				
Biology and Medicine	7	2	29%	0.2
Business Studies	0	-	-	-
Engineering	10	7	70%	0.5
Humanities and Social Sciences	8	2	25%	0.1
Physical Sciences	8	4	50%	0.2
Total(Note 1)	**33**	**15**	**46%**	**1.0**
2018/19 Academic Year(Note 4)				
Biology and Medicine	7	3	43%	0.2
Business Studies	0	-	-	-
Engineering	8	4	50%	0.3
Humanities and Social Sciences	5	1	20%	0.1
Physical Sciences	6	3	50%	0.2
Total(Note 1)	**26**	**11**	**42%**	**0.8**

Research Impact Fund

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2018/19 Academic Year(Note 4)				
Biology and Medicine	67	9	13.4%	60.8
Business Studies	6	0	0%	0
Engineering	51	10	19.6%	60.6
Humanities and Social Sciences	23	5	21.7%	29.2
Physical Sciences	16	6	37.5%	42.4
Total(Note 1)	**163**	**30**	**18.4%**	**192.9**

The French National Research Agency / RGC Joint Research Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year(Note 2)				
Biology and Medicine	18	4	22%	8.5
Business Studies	2	0	0%	0
Engineering	24	0	0%	0
Humanities and Social Sciences	7	0	0%	0
Physical Sciences	12	1	8%	2.5
Total(Note 1)	**63**	**5**	**8%**	**11.0**
2015/16 Academic Year(Note 2)				
Biology and Medicine	3	0	0%	0
Business Studies	0	-	-	-
Engineering	11	1	9%	2.7
Humanities and Social Sciences	2	1	50%	1.8
Physical Sciences	7	1	14%	2.7
Total(Note 1)	**23**	**3**	**13%**	**7.1**
2016/17 Academic Year(Note 2)				
Biology and Medicine	3	0	0%	0
Business Studies	0	-	-	-
Engineering	11	2	18%	4.0
Humanities and Social Sciences	1	-	-	-
Physical Sciences	7	1	14%	2.4
Total(Note 1)	**22**	**3**	**14%**	**6.5**
2017/18 Academic Year(Note 2)				
Biology and Medicine	6	2	33%	5.3
Business Studies	0	-	-	-
Engineering	11	1	9%	2.6
Humanities and Social Sciences	3	0	0%	0
Physical Sciences	10	0	0%	0
Total(Note 1)	**30**	**3**	**10%**	**7.9**
2018/19 Academic Year(Notes 2,4)				
Biology and Medicine	6	0	0%	0
Business Studies	0	-	-	-
Engineering	11	1	9%	2.6
Humanities and Social Sciences	1	0	0%	0
Physical Sciences	8	2	25%	5.3
Total(Note 1)	**26**	**3**	**12%**	**7.9**

Theme-based Research Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount ($ million)
2014/15 Academic Year				
Biology and Medicine	14	2	14%	137.4
Business Studies	3	1	33%	20.5
Engineering	15	1	7%	47.1
Humanities and Social Sciences	0	-	-	-
Physical Sciences	5	0	0%	0
Total(Note 1)	**37**	**4**	**11%**	**205.0**
2015/16 Academic Year(Note 2)				
Biology and Medicine	12	2	17%	95.5
Business Studies	1	1	100%	40.8
Engineering	10	2	20%	66.5
Humanities and Social Sciences	0	-	-	-
Physical Sciences	5	0	0%	0
Total(Note 1)	**28**	**5**	**18%**	**202.8**
2016/17 Academic Year				
Biology and Medicine	22	3	14%	114.0
Business Studies	0	-	-	-
Engineering	21	2	10%	60.0
Humanities and Social Sciences	8	1	13%	20.0
Physical Sciences	4	1	25%	36.0
Total(Note 1)	**55**	**7**	**13%**	**230.0**
2017/18 Academic Year				
Biology and Medicine	18	2	11%	60.0
Business Studies	3	0	0%	0
Engineering	20	3	15%	120.0
Humanities and Social Sciences	4	0	0%	0
Physical Sciences	3	0	0%	0
Total(Note 1)	**48**	**5**	**10%**	**180.0**
2018/19 Academic Year(Note 4)				
Biology and Medicine	21	2	10%	73.6
Business Studies	3	1	33%	18.6
Engineering	17	2	12%	87.8
Humanities and Social Sciences	2	0	0%	0
Physical Sciences	5	0	0%	0
Total(Note 1)	**48**	**5**	**10%**	**180.0**

Note 1 Figures may not add up due to rounding.

Note 2 The number of applications excludes ineligible application(s).

Note 3 There was no Areas of Excellence Scheme exercise in 2014/15, 2015/16 and 2017/18.

Note 4 Position up to 28 February 2019.

Note 5 Including HK$60 million provided by the UGC on a one-off basis to support the procurement of major research facilities, equipment or library collections.

Note 6 The UGC categorizes postgraduate students receiving funding support under the HKPFS by broad academic programme categories.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5383)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the past 5 years (2014/15 to 2018/19):

1. list out, by year, local and overseas subsidiaries established or currently owned by University Grants Committee-funded institutions. Please specify the purposes of setting up the companies, the principal activities, the places of incorporation, the lists of directors, the proportion of share/equity held, and whether the percentage of share / equity is held by the institution or the subsidiary;

2. the schools jointly set up by the eight universities and the Mainland organisations. Please specify the names of the universities, the names of Mainland organisations, the names of joint schools, the years of establishment, the programmes provided, the amount of annual tuition fee and the student intakes of the respective programmes; and

3. the research institutes or other subsidiaries set up by the universities in the Mainland. Please specify the names of the universities, the names of the Mainland organisations, the years of establishment and the research areas.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 202)

Reply:

1. A list of subsidiaries / principal subsidiaries of the eight University Grants Committee (UGC)-funded universities as disclosed in their annual financial reports is provided at **Annex**. Information for the 2018/19 academic year is not available. The annual financial report of each university is available on its website, and the information of each subsidiary / principal subsidiary including the place of incorporation, the principal activities, the particulars of share capital, the share / equity distribution, etc., is also included in the annual financial report on its website.

2 to 3. The setting up of schools or research institutes in the Mainland by the Hong Kong post-secondary institutions, including UGC-funded universities, is self-financed and does not involve any funding from the UGC. We do not have information on the schools jointly set up by UGC-funded universities and Mainland organisations, and the research institutes or other subsidiaries set up by UGC-funded universities in the Mainland.

Annex

List of subsidiaries / principal subsidiaries of UGC-funded universities

2014/15 academic year

Institution	Subsidiaries / Principal subsidiaries* as disclosed in financial report
City University of Hong Kong	• CityU Enterprises Limited • CityU Professional Services Limited • Community College of City University • CityU Research Institute (Shenzhen) Company Limited • CityU Research Limited
Hong Kong Baptist University	• HKBU Holdings Limited • HKBU Science Consultancy Company Limited • Institute for the Advancement of Chinese Medicine (IACM) Limited • Smartlife Limited • BUCM Limited • Hong Kong Creative Arts Centre Limited • Hong Kong Baptist University Investment Limited • HKBU R&D Licensing Limited • Institute for Research and Continuing Education • BU Consultancy (Shenzhen) Limited • Changshu HKBU Technology Company Limited
Lingnan University	Nil
The Chinese University of Hong Kong	• The Chinese University of Hong Kong Foundation Limited • Information Networking Laboratories Limited • The Hong Kong School Net Limited • PA Company Limited • HKIX Hong Kong Limited • The Hong Kong Internet eXchange Limited • CUCAMed Company Limited • The Hong Kong Institute of Biotechnology Limited • IBSOmed Bioscience Limited • 港中大研究院(深圳)有限公司 • Asia Diabetes Foundation Limited • The Chinese University of Hong Kong (Shenzhen) Foundation Limited • CUHK Medical Centre Limited
The Hong Kong Institute of Education	• The HKIEd Schools Limited • HKIEd School of Continuing and Professional Education Limited
The Hong Kong Polytechnic University	• Campus Facilities Management Company Limited • College of Professional and Continuing Education Limited • Hong Kong Community College • Hotel ICON Limited • PolyU Enterprise Plus Limited • PolyU Research Limited • PolyU Technology and Consultancy Co. Limited • PearL Modern TCM Research Limited • PearL Western Development Company Limited • PolyU Enterprises Limited • 普爾葯物科技開發(深圳)有限公司 • 理大產學研基地(深圳)有限公司 • 理大科技顧問(深圳)有限公司
The Hong Kong University of Science and Technology	• HKUST College of Lifelong Learning Limited • HKUST Properties Limited • Hong Kong University of Science and Technology R and D Corporation Limited

Institution	Subsidiaries / Principal subsidiaries* as disclosed in financial report
	• HKUST R and D Corporation (Guangzhou) Limited • HKUST R and D Corporation (Shenzhen) Limited • Guangzhou HKUST Fok Ying Tung Research Institute • The HKUST Shenzhen Research Institute
The University of Hong Kong	• HKU School of Professional and Continuing Education • Versitech Limited • Centennial College • HKU – Shenzhen Institute of Research and Innovation • HKU – Zhejiang Institute of Research and Innovation • The University of Hong Kong (Shenzhen) Limited • The University of Hong Kong (Shenzhen) Teaching Hospital Limited

Source: Financial reports of UGC-funded institutions.

* Incorporated within and outside Hong Kong.

2015/16 academic year

University	Subsidiaries / Principal subsidiaries* as disclosed in financial report
City University of Hong Kong	• CityU Enterprises Limited • CityU Professional Services Limited • CityU Research Institute (Shenzhen) Company Limited • CityU Research Limited
Hong Kong Baptist University	• HKBU Holdings Limited • HKBU Science Consultancy Company Limited • Institute for the Advancement of Chinese Medicine (IACM) Limited • Smartlife Limited • BUCM Limited • Hong Kong Creative Arts Centre Limited • Hong Kong Baptist University Investment Limited • HKBU R&D Licensing Limited • Institute for Research and Continuing Education • BU Consultancy (Shenzhen) Limited • Changshu HKBU Technology Company Limited
Lingnan University	Nil
The Chinese University of Hong Kong	• The Chinese University of Hong Kong Foundation Limited • Information Networking Laboratories Limited • PA Company Limited • HKIX Hong Kong Limited • The Hong Kong Internet eXchange Limited • CUCAMed Company Limited • The Hong Kong Institute of Biotechnology Limited • IBSOmed Bioscience Limited • 港中大研究院(深圳)有限公司 • Asia Diabetes Foundation Limited • The Chinese University of Hong Kong (Shenzhen) Foundation Limited • CUHK Medical Centre Limited • CUHK Health Limited
The Education University of Hong Kong	• The EdUHK Schools Limited • EdUHK School of Continuing and Professional Education Limited
The Hong Kong Polytechnic University	• Campus Facilities Management Company Limited • College of Professional and Continuing Education Limited • Hong Kong Community College • Hotel ICON Limited • PolyU Enterprise Plus Limited • PolyU Research Limited • PolyU Technology and Consultancy Co. Limited • PearL Modern TCM Research Limited • PearL Western Development Company Limited • PearL-DigiPower (Offshore) Company Limited • PearL-Sun Wah (Offshore) Company Limited • PolyU Enterprises Limited • The Hong Kong CyberU Limited • 普爾葯物科技開發(深圳)有限公司 • 理大產學研基地(深圳)有限公司 • 理大科技顧問(深圳)有限公司
The Hong Kong University of Science and Technology	• HKUST College of Lifelong Learning Limited • HKUST Properties Limited • Hong Kong University of Science and Technology R and D Corporation Limited • HKUST R and D Corporation (Guangzhou) Limited • HKUST R and D Corporation (Shenzhen) Limited • Guangzhou HKUST Fok Ying Tung Research Institute • The HKUST Shenzhen Research Institute

University	Subsidiaries / Principal subsidiaries* as disclosed in financial report
The University of Hong Kong	• Bioworld Investment Limited • Centennial College • HKU Enterprises Limited • HKU CyberSPACE Limited • HKU School of Professional and Continuing Education • HKU – Shenzhen Institute of Research and Innovation • HKU SPACE (Beijing) Consulting Services Limited • HKU – Zhejiang Institute of Research and Innovation • Poon Kam Kai Institute of Management • Profit Beyond Assets Limited • TCM Investment Limited • The University of Hong Kong (Shenzhen) Limited • The University of Hong Kong (Shenzhen) Teaching Hospital Limited • Versitech Limited • 港大科研諮詢(深圳)有限公司 • 港大教育信息諮詢(上海)有限公司

Source: Financial reports of UGC-funded universities.

* Incorporated within and outside Hong Kong.

2016/17 academic year

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
City University of Hong Kong	• CityU Enterprises Limited • CityU Professional Services Limited • CityU Research Institute (Shenzhen) Company Limited • CityU Research Limited • CityU Veterinary Health Group Company Limited • CityU Veterinary Diagnostic Laboratory Company Limited
Hong Kong Baptist University	• HKBU Holdings Limited • HKBU Science Consultancy Company Limited • Institute for the Advancement of Chinese Medicine (IACM) Limited • Smartlife Limited • BUCM Limited • Hong Kong Creative Arts Centre Limited • Hong Kong Baptist University Investment Limited • HKBU R&D Licensing Limited • Institute for Research and Continuing Education • BU Consultancy (Shenzhen) Limited • Changshu HKBU Technology Company Limited
Lingnan University	Nil
The Chinese University of Hong Kong	• The Chinese University of Hong Kong Foundation Limited • Information Networking Laboratories Limited • PA Company Limited • HKIX Hong Kong Limited • The Hong Kong Internet eXchange Limited • CUCAMed Company Limited • The Hong Kong Institute of Biotechnology Limited • IBSOmed Bioscience Limited • 港中大研究院(深圳)有限公司 • Asia Diabetes Foundation Limited • The Chinese University of Hong Kong (Shenzhen) Foundation Limited • CUHK Medical Centre Limited • CUHK Health Limited
The Education University of Hong Kong	• The EdUHK Schools Limited • The EdUHK School of Continuing and Professional Education Limited
The Hong Kong Polytechnic University	• Campus Facilities Management Company Limited • College of Professional and Continuing Education Limited • Hong Kong Community College • Hotel ICON Limited • PolyU Enterprise Plus Limited • PolyU Research Limited • PolyU Technology and Consultancy Co. Limited • PearL Modern TCM Research Limited • PearL Western Development Company Limited • PearL-DigiPower (Offshore) Company Limited • PearL Technology Partnership Limited • The Hong Kong CyberU Limited • 普爾葯物科技開發(深圳)有限公司 • 理大產學研基地(深圳)有限公司 • 理大科技顧問(深圳)有限公司
The Hong Kong University of Science and Technology	• HKUST College of Lifelong Learning Limited • HKUST Properties Limited • Hong Kong University of Science and Technology R and D Corporation Limited • HKUST R and D Corporation (Guangzhou) Limited • HKUST R and D Corporation (Shenzhen) Limited • Guangzhou HKUST Fok Ying Tung Research Institute

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
	• The HKUST Shenzhen Research Institute • Biotechnology Research Corporation Limited
The University of Hong Kong	• Bioworld Investment Limited • Centennial College • HKU Enterprises Limited • HKU CyberSPACE Limited • HKU School of Professional and Continuing Education • HKU – Shenzhen Institute of Research and Innovation • HKU SPACE (Beijing) Consulting Services Limited • HKU – Zhejiang Institute of Research and Innovation • Poon Kam Kai Institute of Management • TCM Investment Limited • The University of Hong Kong (Shenzhen) Limited • The University of Hong Kong (Shenzhen) Teaching Hospital Limited • Versitech Limited • 港大科研諮詢(深圳)有限公司 • 港大教育信息諮詢(上海)有限公司

Source: Financial reports of UGC-funded universities.

* Incorporated within and outside Hong Kong.

2017/18 academic year

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
City University of Hong Kong	• CityU Enterprises Limited • CityU Professional Services Limited • CityU Research Institute (Shenzhen) Company Limited • CityU Research Limited • CityU Veterinary Health Group Company Limited • CityU Veterinary Diagnostic Laboratory Company Limited
Hong Kong Baptist University	• HKBU Holdings Limited • HKBU Science Consultancy Company Limited • Institute for the Advancement of Chinese Medicine (IACM) Limited • Smartlife Limited • BUCM Limited • Hong Kong Creative Arts Centre Limited • Hong Kong Baptist University Investment Limited • HKBU R&D Licensing Limited • Institute for Research and Continuing Education • BU Consultancy (Shenzhen) Limited • Changshu HKBU Technology Company Limited
Lingnan University	Nil
The Chinese University of Hong Kong	• The Chinese University of Hong Kong Foundation Limited • Information Networking Laboratories Limited • PA Company Limited • HKIX Hong Kong Limited • The Hong Kong Internet eXchange Limited • CUCAMed Company Limited • The Hong Kong Institute of Biotechnology Limited • IBSOmed Bioscience Limited • 港中大研究院(深圳)有限公司 • Asia Diabetes Foundation Limited • The Chinese University of Hong Kong (Shenzhen) Foundation Limited • CUHK Health Limited • CUHK Medical Centre Limited • CUHK Medical Clinic Limited • CUHK Medical Centre Charitable Foundation Limited
The Education University of Hong Kong	• The EdUHK Schools Limited • The EdUHK School of Continuing and Professional Education Limited
The Hong Kong Polytechnic University	• Campus Facilities Management Company Limited • College of Professional and Continuing Education Limited • Hong Kong Community College • Hotel ICON Limited • PolyU Enterprise Plus Limited • PolyU Research Limited • PolyU Technology and Consultancy Co. Limited • PearL Modern TCM Research Limited • PearL Western Development Company Limited • PearL-DigiPower (Offshore) Company Limited • PearL Technology Partnership Limited • The Hong Kong CyberU Limited • 普爾葯物科技開發(深圳)有限公司 • 理大產學研基地(深圳)有限公司 • 理大科技顧問(深圳)有限公司
The Hong Kong University of Science and Technology	• HKUST College of Lifelong Learning Limited • HKUST Properties Limited • Hong Kong University of Science and Technology R and D Corporation Limited • HKUST R and D Corporation (Guangzhou) Limited

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
	• HKUST R and D Corporation (Shenzhen) Limited • Guangzhou HKUST Fok Ying Tung Research Institute • The HKUST Shenzhen Research Institute • Biotechnology Research Corporation Limited
The University of Hong Kong	• Bioworld Investment Limited • Centennial College • HKU Enterprises Limited • HKU CyberSPACE Limited • HKU School of Professional and Continuing Education • HKU – Shenzhen Institute of Research and Innovation • HKU SPACE (Beijing) Consulting Services Limited • HKU SPACE Qianhai Education Consulting Services (Shenzhen) Company Limited • HKU – Zhejiang Institute of Research and Innovation • Poon Kam Kai Institute of Management • TCM Investment Limited • The University of Hong Kong (Shenzhen) Limited • The University of Hong Kong (Shenzhen) Teaching Hospital Limited • Versitech Limited • 港大科研諮詢(深圳)有限公司 • 港大教育信息諮詢(上海)有限公司

Source: Financial reports of UGC-funded universities.

* Incorporated within and outside Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5708)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the 2 items under Other Charges of Subhead 000, please set out the numbers of relevant staff, a breakdown of the expenditures and reasons for the changes in the actual expenditure for 2017-18, the approved estimate for 2018-19, the revised estimate for 2018-19 and the estimate for 2019-20; and the numbers of overseas members involved in and amount of the honoraria for them, as well as the numbers of meetings involved in the meeting expenses of the University Grants Committee, Research Grants Council and Quality Assurance Council and a breakdown of the expenditures on each meeting.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 227)

Reply:

The University Grants Committee (UGC), Research Grants Council (RGC), Quality Assurance Council (QAC), its sub-committees and groups/panels, and quality audit panels comprise non-local members/advisors. A non-local member/advisor may be appointed to more than one committee/sub-committee/group/panel or involved in more than one project/scheme. Non-local members/advisors will receive honoraria, the amount of which depends on the nature, quantity of projects/schemes that they are appointed to/engaged in, etc. Therefore, the amount of honoraria of each non-local member/advisor varies from a few thousand dollars to a hundred thousand dollars. The numbers of non-local members/advisors and the amount of their honoraria are at **Annex A**.

The UGC, RGC, QAC, its sub-committees and groups/panels and quality audit panels conduct around 100 meetings annually. The attendees of the meetings include both local and non-local members/advisors, and the number of attendees varies for each meeting. Meeting expenses mainly include air ticket costs, hotel accommodation costs, per-diem allowances for non-local members, rentals of meeting venues, official entertainment expenses, etc. The numbers of UGC, RGC and QAC meetings and the breakdown of the expenditures on each meeting from financial year 2017-18 to financial year 2019-20 are at **Annex B**.

Annex A

	2017-18 Actual Expenditure		2018-19 Approved Estimate		2018-19 Revised Estimate		2019-20 Estimate	
	No. of non-local members / advisors involved in honoraria	Amount of honoraria for non-local members / advisors (in $mil)	No. of non-local members / advisors involved in honoraria	Amount of honoraria for non-local members / advisors (in $mil)	No. of non-local members / advisors involved in honoraria	Amount of honoraria for non-local members / advisors (in $mil)	No. of non-local members / advisors involved in honoraria	Amount of honoraria for non-local members / advisors (in $mil)
UGC	30	1.7	17	1.4	17	1.9	20	2.1
RGC	212	10.2	310	12.8	297	13.0	332	15.6
QAC	8	0.5	15	1.0	15	1.0	6	0.5

Note:
The amount of expenses on each meeting may not tally with the grand total due to rounding.

Annex B

	2017-18 Actual Expenditure		2018-19 Approved Estimate		2018-19 Revised Estimate		2019-20 Estimate	
	No. of meetings	Meeting expenses (in $mil)	No. of meetings	Meeting expenses (in $mil)	No. of meetings	Meeting expenses (in $mil)	No. of meetings	Meeting expenses (in $mil)
UGC	28	2.4	25	5.5	26	5.6	21	3.2
RGC	64	11.7	72	26.6	72	21.7	67	29.6
QAC	10	1.1	8	2.4	8	1.9	3	0.6

Note:

1. The amount of expenses on each meeting may not tally with the grand total due to rounding.
2. Meeting expenses mainly include air passage costs, hotel accommodation costs, per-diem allowances, rentals of meeting venues, etc.
3. Meeting expenses under UGC include meeting expenses spent on meetings of the UGC, its sub-committees and groups.
4. Meeting expenses under RGC include meeting expenses spent on meetings of the RGC, its committees and panels.
5. Meeting expenses under QGC include meeting expenses spent on meetings of the QAC and its quality audit panels.
6. The number of attendees of each meeting varies.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3809)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective numbers of students with special educational needs who successfully enrolled into undergraduate programmes through the Joint University Programmes Admissions System in the past 3 years.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 408)

Reply:

According to the information provided by the Joint University Programmes Admissions System (JUPAS) Office, the numbers of students with special educational needs who successfully enrolled into undergraduate programmes funded by the University Grants Committee through JUPAS in 2016, 2017 and 2018 are 27, 36 and 27 respectively.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5867)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the Faculty of Medicine and affiliated teaching hospital to be set up by the Chinese University of Hong Kong, Shenzhen, please advise this Committee in table form on the following:

1. details of expenditure involved;

2. deployment of existing teaching staff involved;

3. estimated student intakes (Hong Kong, Mainland and international students);

4. estimated subsidy amount for each student (Hong Kong, Mainland and international students); and

5. number of teaching staff to be recruited and expenditure involved.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 185)

Reply:

The eight University Grants Committee (UGC)-funded universities are autonomous bodies with their own ordinance and management committee/ governing council. Their ordinances and statutes set out their objectives, functions and governance structures and provide the universities with the power and freedom to carry out their objectives and functions. Funded universities have substantial freedom in the control of academic development, administration and internal allocation of resources, and are accountable in these matters. They may decide to conduct self-financing activities on their own, including setting up educational establishments and programmes outside Hong Kong, without having to seek approval from UGC. Universities should be mindful of the interests of the students and the public of Hong Kong and ensure that the self-financing activities do not detract from their core work in Hong Kong. Universities are required to keep separate accounts for their publicly-funded and self-financing activities and comply with established guidelines

and requirements to ensure that there is no cross-subsidisation of UGC resources to self-financing activities.

Regarding the Faculty of Medicine and affiliated teaching hospital to be set up in the Mainland on a self-financing basis by the Chinese University of Hong Kong, since the educational establishments or the programmes concerned are not funded by UGC, UGC does not have the relevant information.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5868)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding branch campuses or extension arms set up in the Mainland by other Hong Kong universities over the past 5 years, please advise this Committee in table form on the following:

1. details of expenditure involved;
2. respective staff deployment involved in Hong Kong and the Mainland;
3. current student intakes (Hong Kong, Mainland and international students);
4. current subsidy amount for each student (Hong Kong, Mainland and international students); and
5. number of new teaching staff recruited and expenditure involved.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 186)

Reply:

The eight University Grants Committee (UGC)-funded universities are autonomous bodies with their own ordinance and management committee/ governing council. Their ordinances and statutes set out their objectives, functions and governance structures and provide the universities with the power and freedom to carry out their objectives and functions. Funded universities have substantial freedom in the control of academic development, administration and internal allocation of resources, and are accountable in these matters. They may decide to conduct self-financing activities on their own, including setting up educational establishments and programmes outside Hong Kong, without having to seek approval from UGC. Universities should be mindful of the interests of the students and the public of Hong Kong and ensure that the self-financing activities do not detract from their core work in Hong Kong. Universities are required to keep separate accounts for their publicly-funded and self-financing activities and comply with established guidelines

and requirements to ensure that there is no cross-subsidisation of UGC resources to self-financing activities.

Regarding the educational establishments and programmes set up in the Mainland on a self-financing basis by Hong Kong's universities, since they are not funded by UGC, UGC does not have the relevant information.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3871)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the number of students who pursued a degree programme funded by the University Grants Committee (UGC), will the Government inform this Committee:

(a) of the number of students who pursued a degree programme funded by the UGC, the average unit cost of UGC-funded degree places and the total amount of subventions involved from the 2013/14 to 2018/19 academic years, with a breakdown by year of study, area of study and faculty in table form;

(b) of the number of non-local students among the undergraduates who pursued a UGC-funded programme from the 2013/14 to 2018/19 academic years, with a breakdown by institution, level of study, place of origin and mode of study; and

(c) of the number of non-local students who pursued a non-UGC funded undergraduate programme, with a breakdown by institution, level of study, place of origin and mode of study?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 27)

Reply:

(a) The student enrolments of the UGC-funded undergraduate programmes by university and broad academic programme category from the 2014/15 to 2018/19 academic years are at **Annex A**. The UGC has derived the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost, which are based on the actual costs reported by universities. Such information is available on the UGC website for the public's information and reference. In addition to UGC funding, universities have other sources of income, such as donations and other research funding. The actual costs reported by universities are not solely covered by UGC funding. The UGC is thus unable to estimate accordingly the actual subvention or expenditure on specific programmes by level of study and academic programme category. It is noteworthy that the UGC has no precise requirements as to

how the block grant should be spent by universities. Universities are given autonomy to allocate funds internally to programmes of various disciplines at different levels as they see fit. The UGC is therefore unable to identify or provide information about the actual subvention or expenditure on specific programmes.

The average student unit costs of the UGC-funded undergraduate places and the total subvention from the 2014/15 to 2018/19 academic years are set out below:

	2014/15 Actual	**2015/16** Actual	**2016/17** Actual	**2017/18** Actual	**2018/19** Revised estimate
Average student unit cost ($'000)	222	237	242	251[Note]	Not available
Total subvention for the UGC-funded universities ($ billion)	16.2	17.9	18.6	19.1	19.7

Note: Provisional figure.

(b) At present, UGC-funded universities can admit all non-local students in UGC-funded undergraduate programmes through over-enrollment outside the approved student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes by level of study. The UGC will not provide extra resources for this purpose. To ensure that public money is not spent on subsidising non-local students, these non-local students are required to pay tuition fees at a level that is at least sufficient to cover all additional direct costs.

The respective numbers of non-local students of UGC-funded undergraduate programmes by university, mode of study and place of origin from the 2014/15 to 2018/19 academic years are at **Annex B**.

(c) The respective numbers of non-local students of non-UGC-funded undergraduate programmes by institution, mode of study and place of origin from the 2014/15 to 2018/19 academic years are at **Annex C**.

Annex A

Student enrolments of UGC-funded undergraduate programmes by university and broad academic programme category from the 2014/15 to 2018/19 academic years

(Full-time equivalent)

University	Broad academic programme category	Academic year				
		2014/15	2015/16	2016/17	2017/18	2018/19 (Provisional figures)
City University of Hong Kong	Medicine, Dentistry and Health	18	47	102	132	146
	Sciences	2 012	1 943	2 035	2 158	2 340
	Engineering and Technology	2 474	2 591	2 463	2 417	2 377
	Business and Management	3 973	4 011	3 982	3 925	4 005
	Social Sciences	2 120	2 272	2 259	2 291	2 280
	Arts and Humanities	1 430	1 558	1 582	1 616	1 615
	Total	**12 028**	**12 423**	**12 424**	**12 539**	**12 764**
Hong Kong Baptist University	Medicine, Dentistry and Health	270	278	282	275	271
	Sciences	1 054	1 067	1 095	1 100	1 096
	Business and Management	1 161	1 183	1 186	1 267	1 354
	Social Sciences	1 838	1 928	1 884	1 889	1 911
	Arts and Humanities	1 509	1 602	1 663	1 698	1 688
	Education	426	457	477	487	502
	Total	**6 259**	**6 515**	**6 587**	**6 716**	**6 823**
Lingnan University	Business and Management	835	841	874	847	844
	Social Sciences	572	577	583	575	573
	Arts and Humanities	1 125	1 114	1 138	1 116	1 118
	Total	**2 532**	**2 532**	**2 595**	**2 538**	**2 535**
The Chinese University of Hong Kong	Medicine, Dentistry and Health	2 978	3 049	3 166	3 201	3 220
	Sciences	2 918	3 013	3 065	3 235	3 284
	Engineering and Technology	2 055	2 014	1 953	2 015	2 141
	Business and Management	3 051	3 057	3 044	3 111	3 120
	Social Sciences	2 725	2 738	2 787	2 846	2 967
	Arts and Humanities	2 150	2 166	2 177	2 168	2 160
	Education	364	370	378	388	390
	Total	**16 241**	**16 408**	**16 571**	**16 964**	**17 281**

University	Broad academic programme category	Academic year				
		2014/15	2015/16	2016/17	2017/18	2018/19 (Provisional figures)
The Education University of Hong Kong	Sciences	414	464	438	455	452
	Business and Management	-	29	37	46	56
	Social Sciences	360	380	378	370	404
	Arts and Humanities	1 648	1 727	1 769	1 799	1 764
	Education	2 324	2 044	2 104	2 056	2 058
	Total	**4 747**	**4 644**	**4 726**	**4 726**	**4 735**
The Hong Kong Polytechnic University	Medicine, Dentistry and Health	2 806	2 810	2 881	2 945	3 031
	Sciences	1 585	1 684	1 721	1 635	1 653
	Engineering and Technology	3 851	4 027	4 297	4 873	4 818
	Business and Management	3 791	3 967	3 960	3 470	3 463
	Social Sciences	419	448	460	400	375
	Arts and Humanities	1 409	1 451	1 487	1 450	1 424
	Total	**13 861**	**14 388**	**14 806**	**14 773**	**14 763**
The Hong Kong University of Science and Technology	Sciences	2 542	2 549	2 634	2 715	2 906
	Engineering and Technology	2 886	2 965	3 030	3 118	3 189
	Business and Management	2 767	2 824	2 892	3 057	2 996
	Social Sciences	569	560	537	546	595
	Arts and Humanities	101	107	111	117	117
	Education	2	0	-	-	-
	Total	**8 867**	**9 005**	**9 204**	**9 552**	**9 803**
The University of Hong Kong	Medicine, Dentistry and Health	3 085	3 166	3 270	3 330	3 372
	Sciences	2 319	2 399	2 497	2 704	2 768
	Engineering and Technology	2 738	2 888	2 998	3 044	3 068
	Business and Management	1 652	1 671	1 712	1 684	1 730
	Social Sciences	3 257	3 336	3 303	3 269	3 265
	Arts and Humanities	1 822	1 869	1 873	1 918	1 929
	Education	508	488	493	528	533
	Total	**15 382**	**15 817**	**16 145**	**16 477**	**16 665**

Note:

1. Since some UGC-funded programmes are mapped to more than one academic programme category, students of these programmes are counted across the academic programme categories concerned on a pro-rata basis. Thus the student numbers of some academic programme categories are decimal figures which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. The figure zero denotes figure less than 0.5.
2. "-" denotes nil.

Annex B

Number of non-local students of UGC-funded undergraduate programmes by university, mode of study and place of origin from the 2014/15 to 2018/19 academic years

(full-time equivalent)

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2014/15	City University of Hong Kong	Full-time	814	360	36	1 210
	Hong Kong Baptist University	Full-time	699	15	2	716
	Lingnan University	Full-time	138	15	3	156
	The Chinese University of Hong Kong	Full-time	1 411	396	78	1 885
	The Education University of Hong Kong	Full-time	258	14	-	272
	The Hong Kong Polytechnic University	Full-time	1 120	266	46	1 432
	The Hong Kong University of Science and Technology	Full-time	668	543	87	1 298
	The University of Hong Kong	Full-time	1 465	791	72	2 327
Total			**6 573**	**2 399**	**324**	**9 296**
2015/16	City University of Hong Kong	Full-time	838	379	30	1 247
	Hong Kong Baptist University	Full-time	726	14	3	743
	Lingnan University	Full-time	155	16	-	171
	The Chinese University of Hong Kong	Full-time	1 393	483	67	1 944
	The Education University of Hong Kong	Full-time	285	17	-	302
	The Hong Kong Polytechnic University	Full-time	1 156	316	53	1 525
	The Hong Kong University of Science and Technology	Full-time	652	611	84	1 347
	The University of Hong Kong	Full-time	1 455	847	67	2 368
Total			**6 660**	**2 683**	**304**	**9 647**

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2016/17	City University of Hong Kong	Full-time	841	419	42	1 302
	Hong Kong Baptist University	Full-time	739	25	3	767
	Lingnan University	Full-time	123	16	1	140
	The Chinese University of Hong Kong	Full-time	1 438	592	63	2 094
	The Education University of Hong Kong	Full-time	340	23	-	363
	The Hong Kong Polytechnic University	Full-time	1 196	433	56	1 685
	The Hong Kong University of Science and Technology	Full-time	670	681	88	1 439
	The University of Hong Kong	Full-time	1 448	984	62	2 494
Total			**6 796**	**3 173**	**315**	**10 284**
2017/18	City University of Hong Kong	Full-time	854	432	51	1 337
	Hong Kong Baptist University	Full-time	731	63	5	799
	Lingnan University	Full-time	138	19	5	162
	The Chinese University of Hong Kong	Full-time	1 502	682	65	2 249
	The Education University of Hong Kong	Full-time	370	25	-	395
	The Hong Kong Polytechnic University	Full-time	1 111	508	52	1 671
	The Hong Kong University of Science and Technology	Full-time	692	767	88	1 547
	The University of Hong Kong	Full-time	1 486	1 086	65	2 638
Total			**6 885**	**3 582**	**331**	**10 798**

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2018/19 (Provisional figures)	City University of Hong Kong	Full-time	893	586	70	1 549
	Hong Kong Baptist University	Full-time	700	89	8	797
	Lingnan University	Full-time	162	17	7	186
	The Chinese University of Hong Kong	Full-time	1 466	820	71	2 357
	The Education University of Hong Kong	Full-time	387	35	-	422
	The Hong Kong Polytechnic University	Full-time	1 078	660	59	1 797
	The Hong Kong University of Science and Technology	Full-time	726	865	76	1 667
	The University of Hong Kong	Full-time	1 521	1 228	77	2 826
Total			**6 933**	**4 300**	**368**	**11 601**

Note:

1. There was no non-local student pursuing part-time UGC-funded undergraduate programmes from the 2014/15 to 2018/19 academic years.
2. "-" denotes nil.

Annex C

Number of non-local students of full-time locally-accredited non-UGC-funded undergraduate programmes by institution and place of origin from the 2014/15 to 2018/19 academic years

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
2014/15	Caritas Institute of Higher Education	124	-	124
	Centennial College	68	1	69
	Chu Hai College of Higher Education	69	1	70
	City University of Hong Kong	-	-	-
	The Hang Seng University of Hong Kong	23	-	23
	Hong Kong Art School	-	1	1
	Hong Kong Baptist University	60	-	60
	Hong Kong Institute of Technology	-	1	1
	Hong Kong Nang Yan College of Higher Education	-	-	-
	Hong Kong Shue Yan University	207	-	207
	SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	228	228
	The Chinese University of Hong Kong	-	-	-
	Hong Kong Institute of Education	55	3	58
	The Hong Kong Academy for Performing Arts	50	21	71
	The Hong Kong Polytechnic University	242	1	243
	The Open University of Hong Kong	181	4	185
	The University of Hong Kong	2	10	12
	The Hong Kong University of Science and Technology	-	36	36
	Tung Wah College	52	-	52
	Vocational Training Council	27	4	31
	All institutions	**1 160**	**311**	**1 471**
2015/16	Caritas Institute of Higher Education	182	1	183
	Centennial College	87	5	92
	Chu Hai College of Higher Education	70	17	87
	City University of Hong Kong	-	-	-
	Gratia Christian College	-	-	-
	The Hang Seng University of Hong Kong	36	-	36
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	Hong Kong Baptist University	67	-	67
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nang Yan College of Higher Education	14	-	14
	Hong Kong Shue Yan University	186	-	186
	SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	174	174
	The Chinese University of Hong Kong	-	2	2
	The Education University of Hong Kong	67	7	74
	The Hong Kong Academy for Performing Arts	40	24	64
	The Hong Kong Polytechnic University	226	-	226
	The Open University of Hong Kong	239	1	240
	The University of Hong Kong	-	22	22
	The Hong Kong University of Science and Technology	2	76	78
	Tung Wah College	55	-	55
	Vocational Training Council	36	4	40
	All institutions	**1 307**	**335**	**1 642**
2016/17	Caritas Institute of Higher Education	167	3	170
	Centennial College	63	6	69
	Chu Hai College of Higher Education	111	2	113
	City University of Hong Kong	-	-	-
	Gratia Christian College	-	-	-
	The Hang Seng University of Hong Kong	33	-	33
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-
	Hong Kong Baptist University	104	-	104
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nang Yan College of Higher Education	7	-	7
	Hong Kong Shue Yan University	198	-	198
	SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	13	209	222
	The Chinese University of Hong Kong	-	-	-
	The Education University of Hong Kong	71	7	78
	The Hong Kong Academy for Performing Arts	27	24	51

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	The Hong Kong Polytechnic University	198	3	201
	The Open University of Hong Kong	354	2	356
	The University of Hong Kong	-	37	37
	The Hong Kong University of Science and Technology	7	104	111
	Tung Wah College	32	2	34
	Vocational Training Council	29	10	39
	All institutions	**1 414**	**411**	**1 825**
2017/18	Caritas Institute of Higher Education	145	2	147
	Centennial College	29	6	35
	Chu Hai College of Higher Education	154	15	169
	City University of Hong Kong	-	4	4
	Gratia Christian College	-	-	-
	The Hang Seng University of Hong Kong	28	-	28
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	1	1
	Hong Kong Baptist University	118	-	118
	Hong Kong Institute of Technology	-	1	1
	Hong Kong Nang Yan College of Higher Education	4	-	4
	Hong Kong Shue Yan University	240	-	240
	SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	38	247	285
	The Chinese University of Hong Kong	-	1	1
	The Education University of Hong Kong	49	6	55
	The Hong Kong Academy for Performing Arts	32	30	62
	The Hong Kong Polytechnic University	80	2	82
	The Open University of Hong Kong	506	6	512
	The University of Hong Kong	1	42	43
	The Hong Kong University of Science and Technology	11	123	134
	Tung Wah College	15	2	17
	Vocational Training Council	19	6	25
	All institutions	**1 469**	**494**	**1 963**
2018/19#	Caritas Institute of Higher Education	94	2	96
	Centennial College	8	3	11
	Chu Hai College of Higher Education	167	14	181

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	City University of Hong Kong	1	7	8
	Gratia Christian College	-	-	-
	The Hang Seng University of Hong Kong	33	1	34
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-
	Hong Kong Baptist University	137	-	137
	Hong Kong Institute of Technology	-	3	3
	Hong Kong Nang Yan College of Higher Education	3	-	3
	Hong Kong Shue Yan University	327	-	327
	SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	71	342	413
	The Chinese University of Hong Kong	-	1	1
	The Education University of Hong Kong	47	4	51
	The Hong Kong Academy for Performing Arts	39	38	77
	The Hong Kong Polytechnic University	103	2	105
	The Open University of Hong Kong	758	10	768
	The University of Hong Kong	-	16	16
	The Hong Kong University of Science and Technology	15	120	135
	Tung Wah College	6	3	9
	Vocational Training Council	12	9	21
	Yew Chung College of Early Childhood Education	-	2	2
	All institutions	**1 821**	**577**	**2 398**

Notes:
1. Figures include students pursuing first-year-first-degree and top-up degree programmes.
2. "-" denotes nil.
3. "#" denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3872)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

As regards the funding for taught postgraduate (TPg)/research postgraduate (RPg) programmes provided by the University Grants Committee (UGC), please advise this Committee:

(a) of the respective numbers of students and average unit costs for the UGC-funded TPg/RPg programmes and the total amounts of funding involved from the 2014/15 to 2018/19 academic years by year of study, academic programme and faculty (set out in table form); if such statistics are not available, of the reasons;

(b) in relation to the above, of the number of non-local students from the 2013/14 to 2017/18 academic years by institution, level of study, place of origin and mode of study.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 28)

Reply:

(a)

The student enrolments of the UGC-funded TPg and RPg programmes by university and broad academic programme category from the 2014/15 to 2018/19 academic years are at **Annex A**. The UGC has derived the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost, which are based on the actual costs reported by universities. Such information is available on the UGC website for the public's information and reference. In addition to UGC funding, universities have other sources of income, such as donations and other research funding. The actual costs reported by universities are not solely covered by UGC funding. The UGC is thus unable to estimate accordingly the actual subvention or expenditure on specific programmes by level of study and academic programme category. It is noteworthy that the UGC has no precise requirements as to how the block grant should be

spent by universities. Universities are given autonomy to allocate funds internally to programmes of various disciplines at different levels as they see fit. The UGC is therefore unable to identify or provide information about the actual subvention or expenditure on specific programmes.

The average student unit costs of UGC-funded TPg and RPg places, as well as the total subvention from the 2014/15 to 2018/19 academic years are set out below:

	2014/15 Actual	**2015/16** Actual	**2016/17** Actual	**2017/18** Actual	**2018/19** Revised estimate
Average student unit cost ($'000)					
- UGC-funded TPg programmes	215	230	232	243[Note]	Not available
- UGC-funded RPg programmes	511	548	568	581[Note]	Not available
Total subvention for the UGC-funded universities ($ billion)	16.2	17.9	18.6	19.1	19.7

Note:
Provisional figures.

(b)

At present, UGC-funded universities can admit all non-local students in UGC-funded TPg programmes through over-enrollment outside the approved student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes by level of study. The UGC will not provide extra resources for this purpose. To ensure that public money is not spent on subsidising non-local students, these non-local students are required to pay tuition fees at a level that is at least sufficient to cover all additional direct costs.

As regards the UGC-funded RPg programmes, the UGC-funded universities admit RPg students on a merit basis, taking into account the students' academic results and research capability. The place of origin of the students is not a consideration. This helps ensure that the best candidates from different places are engaged to boost the level of research in Hong Kong, and is in line with the common practice of the international academic community.

The respective numbers of non-local students pursuing the UGC-funded TPg and RPg programmes from the 2013/14 to 2017/18 academic years by university, mode of study and place of origin are at **Annex B**.

Annex A

Student enrolments of UGC-funded TPg and RPg programmes by university and broad academic programme category from the 2014/15 to 2018/19 academic years

2014/15 academic year

(Full-time equivalent)

University	Broad academic programme category	TPg programmes	RPg programmes
City University of Hong Kong	Medicine, Dentistry and Health	-	12
	Sciences	-	205
	Engineering and Technology	-	306
	Business and Management	-	81
	Social Sciences	53	94
	Arts and Humanities	-	43
	Total	**53**	**741**
Hong Kong Baptist University	Medicine, Dentistry and Health	-	23
	Sciences	-	123
	Engineering and Technology	-	1
	Business and Management	-	15
	Social Sciences	-	45
	Arts and Humanities	-	52
	Education	226	9
	Total	**226**	**268**
Lingnan University	Business and Management	-	20
	Social Sciences	-	20
	Arts and Humanities	-	42
	Total	**-**	**82**
The Chinese University of Hong Kong	Medicine, Dentistry and Health	-	350
	Sciences	-	552
	Engineering and Technology	85	313
	Business and Management	-	56
	Social Sciences	73	278
	Arts and Humanities	-	229
	Education	577	47
	Total	**735**	**1 825**
The Education University of Hong Kong	Sciences	53	-
	Social Sciences	47	-
	Arts and Humanities	99	-

University	Broad academic programme category	TPg programmes	RPg programmes
	Education	325	29
	Total	**524**	**29**
The Hong Kong Polytechnic University	Medicine, Dentistry and Health	-	56
	Sciences	-	168
	Engineering and Technology	-	329
	Business and Management	-	70
	Social Sciences	15	25
	Arts and Humanities	-	47
	Total	**15**	**694**
The Hong Kong University of Science and Technology	Sciences	-	513
	Engineering and Technology	-	703
	Business and Management	-	67
	Social Sciences	-	54
	Arts and Humanities	-	18
	Total	**-**	**1 354**
The University of Hong Kong	Medicine, Dentistry and Health	15	576
	Sciences	-	512
	Engineering and Technology	215	450
	Business and Management	-	30
	Social Sciences	185	248
	Arts and Humanities	-	167
	Education	333	129
	Total	**748**	**2 112**

2015/16 academic year

(Full-time equivalent)

University	Broad academic programme category	TPg programmes	RPg programmes
City University of Hong Kong	Medicine, Dentistry and Health	-	19
	Sciences	-	219
	Engineering and Technology	-	344
	Business and Management	-	88
	Social Sciences	53	87
	Arts and Humanities	-	50
	Total	**53**	**807**
Hong Kong Baptist University	Medicine, Dentistry and Health	-	20
	Sciences	-	127
	Engineering and Technology	-	2
	Business and Management	-	19
	Social Sciences	-	48
	Arts and Humanities	-	56
	Education	227	6
	Total	**227**	**277**
Lingnan University	Business and Management	-	20
	Social Sciences	-	18
	Arts and Humanities	-	38
	Total	**-**	**76**
The Chinese University of Hong Kong	Medicine, Dentistry and Health	-	386
	Sciences	-	577
	Engineering and Technology	80	360
	Business and Management	-	53
	Social Sciences	75	307
	Arts and Humanities	-	249
	Education	546	45
	Total	**701**	**1 976**
The Education University of Hong Kong	Sciences	66	-
	Business and Management	2	-
	Social Sciences	42	-
	Arts and Humanities	92	-

University	Broad academic programme category	TPg programmes	RPg programmes
	Education	325	38
	Total	**526**	**38**
The Hong Kong Polytechnic University	Medicine, Dentistry and Health	-	55
	Sciences	-	174
	Engineering and Technology	-	342
	Business and Management	-	74
	Social Sciences	13	24
	Arts and Humanities	-	44
	Total	**13**	**713**
The Hong Kong University of Science and Technology	Sciences	-	511
	Engineering and Technology	-	735
	Business and Management	-	61
	Social Sciences	-	57
	Arts and Humanities	-	22
	Total	**-**	**1 386**
The University of Hong Kong	Medicine, Dentistry and Health	11	533
	Sciences	-	528
	Engineering and Technology	215	453
	Business and Management	-	26
	Social Sciences	183	237
	Arts and Humanities	-	154
	Education	343	156
	Total	**752**	**2 086**

2016/17 academic year

(Full-time equivalent)

University	Broad academic programme category	TPg programmes	RPg programmes
City University of Hong Kong	Medicine, Dentistry and Health	-	31
	Sciences	-	270
	Engineering and Technology	-	390
	Business and Management	-	93
	Social Sciences	71	80
	Arts and Humanities	-	63
	Total	**71**	**927**
Hong Kong Baptist University	Medicine, Dentistry and Health	-	24
	Sciences	-	126
	Engineering and Technology	-	2
	Business and Management	-	19
	Social Sciences	-	40
	Arts and Humanities	-	53
	Education	176	7
	Total	**176**	**271**
Lingnan University	Business and Management	-	18
	Social Sciences	-	20
	Arts and Humanities	-	34
	Total	**-**	**72**
The Chinese University of Hong Kong	Medicine, Dentistry and Health	-	409
	Sciences	-	586
	Engineering and Technology	79	359
	Business and Management	-	60
	Social Sciences	91	307
	Arts and Humanities	-	241
	Education	477	38
	Total	**647**	**1 999**
The Education University of Hong Kong	Sciences	69	-
	Business and Management	2	-
	Social Sciences	46	-
	Arts and Humanities	89	-

University	Broad academic programme category	TPg programmes	RPg programmes
	Education	336	62
	Total	**542**	**62**
The Hong Kong Polytechnic University	Medicine, Dentistry and Health	-	52
	Sciences	-	201
	Engineering and Technology	-	344
	Business and Management	-	84
	Social Sciences	15	22
	Arts and Humanities	-	40
	Total	**15**	**744**
The Hong Kong University of Science and Technology	Sciences	-	535
	Engineering and Technology	-	765
	Business and Management	-	66
	Social Sciences	-	56
	Arts and Humanities	-	29
	Total	**-**	**1 451**
The University of Hong Kong	Medicine, Dentistry and Health	13	554
	Sciences	-	499
	Engineering and Technology	211	440
	Business and Management	-	27
	Social Sciences	239	224
	Arts and Humanities	-	147
	Education	284	141
	Total	**746**	**2 032**

2017/18 academic year

(Full-time equivalent)

University	Broad academic programme category	TPg programmes	RPg programmes
City University of Hong Kong	Medicine, Dentistry and Health	-	43
	Sciences	-	281
	Engineering and Technology	-	402
	Business and Management	-	114
	Social Sciences	53	84
	Arts and Humanities	-	72
	Total	**53**	**997**
Hong Kong Baptist University	Medicine, Dentistry and Health	-	18
	Sciences	-	112
	Engineering and Technology	-	2
	Business and Management	-	15
	Social Sciences	-	34
	Arts and Humanities	-	44
	Education	126	12
	Total	**126**	**237**
Lingnan University	Business and Management	-	14
	Social Sciences	-	29
	Arts and Humanities	-	36
	Total	**-**	**79**
The Chinese University of Hong Kong	Medicine, Dentistry and Health	-	392
	Sciences	-	613
	Engineering and Technology	78	374
	Business and Management	-	69
	Social Sciences	76	292
	Arts and Humanities	-	230
	Education	440	41
	Total	**594**	**2 011**
The Education University of Hong Kong	Sciences	74	-
	Business and Management	3	-
	Social Sciences	48	-
	Arts and Humanities	96	-
	Education	355	76
	Total	**577**	**76**
The Hong Kong Polytechnic University	Medicine, Dentistry and Health	-	52

University	Broad academic programme category	TPg programmes	RPg programmes
	Sciences	-	204
	Engineering and Technology	-	344
	Business and Management	-	93
	Social Sciences	17	25
	Arts and Humanities	-	45
	Total	**17**	**764**
The Hong Kong University of Science and Technology	Sciences	-	562
	Engineering and Technology	-	749
	Business and Management	-	65
	Social Sciences	-	65
	Arts and Humanities	-	21
	Total	**-**	**1 461**
The University of Hong Kong	Medicine, Dentistry and Health	9	527
	Sciences	-	463
	Engineering and Technology	214	438
	Business and Management	-	52
	Social Sciences	248	206
	Arts and Humanities	-	149
	Education	244	134
	Total	**715**	**1 970**

2018/19 academic year (provisional)

(Full-time equivalent)

University	Broad academic programme category	TPg programmes	RPg programmes
City University of Hong Kong	Medicine, Dentistry and Health	-	51
	Sciences	-	352
	Engineering and Technology	-	462
	Business and Management	-	118
	Social Sciences	53	83
	Arts and Humanities	-	82
	Total	**53**	**1 148**
Hong Kong Baptist University	Medicine, Dentistry and Health	-	14
	Sciences	-	106
	Engineering and Technology	-	2
	Business and Management	-	14
	Social Sciences	-	44
	Arts and Humanities	-	47
	Education	133	11
	Total	**133**	**238**
Lingnan University	Business and Management	-	16
	Social Sciences	-	30
	Arts and Humanities	-	38
	Total	**-**	**84**
The Chinese University of Hong Kong	Medicine, Dentistry and Health	-	406
	Sciences	-	606
	Engineering and Technology	80	376
	Business and Management	-	60
	Social Sciences	70	285
	Arts and Humanities	-	232
	Education	435	44
	Total	**585**	**2 009**
The Education University of Hong Kong	Sciences	74	-
	Business and Management	3	-
	Social Sciences	43	-
	Arts and Humanities	95	-
	Education	348	94
	Total	**562**	**94**
The Hong Kong Polytechnic University	Medicine, Dentistry and Health	-	58

University	Broad academic programme category	TPg programmes	RPg programmes
	Sciences	-	236
	Engineering and Technology	-	387
	Business and Management	-	86
	Social Sciences	15	35
	Arts and Humanities	-	45
	Total	**15**	**847**
The Hong Kong University of Science and Technology	Sciences	-	557
	Engineering and Technology	-	690
	Business and Management	-	81
	Social Sciences	-	57
	Arts and Humanities	-	18
	Total	**-**	**1 402**
The University of Hong Kong	Medicine, Dentistry and Health	12	587
	Sciences	-	482
	Engineering and Technology	208	446
	Business and Management	-	64
	Social Sciences	187	212
	Arts and Humanities	-	145
	Education	249	125
	Total	**656**	**2 062**

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category, students of these programmes are counted across the academic programme categories concerned on a pro-rata basis. Thus, the student numbers of some academic programme categories are decimal figures which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. The figure zero denotes figure less than 0.5.
2. UGC-funded RPg students refer to students funded by the UGC within their normal study periods.
3. Figures may not add up to the corresponding totals owing to rounding. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.
4. "-" denotes nil.

Annex B

Number of non-local students pursuing the UGC-funded TPg programmes by university, mode of study and place of origin from the 2013/14 to 2017/18 academic years

(Full-time equivalent)

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2013/14	City University of Hong Kong	Full-time	4	-	1	5
	The Chinese University of Hong Kong	Full-time	13	2	-	15
	The Education University of Hong Kong	Full-time	4	1	-	5
	The University of Hong Kong	Full-time	65	11	10	86
Total			**86**	**14**	**11**	**111**
2014/15	City University of Hong Kong	Full-time	4	2	2	8
	The Chinese University of Hong Kong	Full-time	6	1	-	7
	The Education University of Hong Kong	Full-time	3	-	-	3
	The University of Hong Kong	Full-time	56	12	9	77
Total			**69**	**15**	**11**	**95**
2015/16	City University of Hong Kong	Full-time	-	4	3	7
	Hong Kong Baptist University	Part-time	1	-	-	1
	The Chinese University of Hong Kong	Full-time	4	-	-	4
	The Education University of Hong Kong	Full-time	6	1	-	7
	The University of Hong Kong	Full-time	41	9	6	56
Total			**51**	**14**	**9**	**74**

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2016/17	Hong Kong Baptist University	Part-time	1	-	-	1
	The Chinese University of Hong Kong	Full-time	3	-	-	3
		Part-time	1	-	-	1
	The Education University of Hong Kong	Full-time	5	-	-	5
	The University of Hong Kong	Full-time	44	8	1	53
Total			**53**	**8**	**1**	**62**
2017/18	The Chinese University of Hong Kong	Full-time	1	1	-	2
	The Education University of Hong Kong	Full-time	7	-	-	7
	The University of Hong Kong	Full-time	63	9	2	74
Total			**71**	**10**	**2**	**83**

Notes:
1. "-" denotes nil.
2. Figures may not add up to the corresponding totals owing to rounding.

Number of non-local students pursuing the UGC-funded RPg programmes by university, mode of study and place of origin from the 2013/14 to 2017/18 academic years

(Full-time equivalent)

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2013/14	City University of Hong Kong	Full-time	480	55	52	587
	Hong Kong Baptist University	Full-time	160	15	16	191
	Lingnan University	Full-time	33	5	12	50
	The Chinese University of Hong Kong	Full-time	1 249	40	34	1 323
	The Education University of Hong Kong	Full-time	20	3	2	25
	The Hong Kong Polytechnic University	Full-time	448	42	36	526
	The Hong Kong University of Science and Technology	Full-time	1 044	107	42	1 193
	The University of Hong Kong	Full-time	1 331	117	110	1 558
		Part-time	-	1	-	1
Total			**4 765**	**385**	**304**	**5 454**
2014/15	City University of Hong Kong	Full-time	537	63	71	671
	Hong Kong Baptist University	Full-time	162	13	20	195
	Lingnan University	Full-time	35	4	16	55
	The Chinese University of Hong Kong	Full-time	1 323	31	36	1 390
	The Education University of Hong Kong	Full-time	13	4	2	19
	The Hong Kong Polytechnic University	Full-time	456	51	52	559
	The Hong Kong University of Science and Technology	Full-time	1 028	119	48	1 195
	The University of Hong Kong	Full-time	1 353	114	125	1 592
		Part-time	-	1	-	1
Total			**4 906**	**399**	**370**	**5 676**

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2015/16	City University of Hong Kong	Full-time	575	74	88	737
	Hong Kong Baptist University	Full-time	166	13	25	204
	Lingnan University	Full-time	34	5	15	54
	The Chinese University of Hong Kong	Full-time	1 428	41	39	1 508
	The Education University of Hong Kong	Full-time	21	4	2	27
	The Hong Kong Polytechnic University	Full-time	479	54	47	580
	The Hong Kong University of Science and Technology	Full-time	1 038	121	57	1 215
	The University of Hong Kong	Full-time	1 370	112	118	1 600
Total			**5 110**	**424**	**391**	**5 925**
2016/17	City University of Hong Kong	Full-time	664	94	86	844
	Hong Kong Baptist University	Full-time	170	15	22	207
	Lingnan University	Full-time	27	6	15	48
	The Chinese University of Hong Kong	Full-time	1 422	44	43	1 509
	The Education University of Hong Kong	Full-time	37	6	2	45
	The Hong Kong Polytechnic University	Full-time	477	68	63	608
	The Hong Kong University of Science and Technology	Full-time	1 014	149	65	1 228
	The University of Hong Kong	Full-time	1 319	120	118	1 556
Total			**5 130**	**502**	**414**	**6 045**

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2017/18	City University of Hong Kong	Full-time	690	113	99	902
		Part-time	1	-	-	1
	Hong Kong Baptist University	Full-time	158	14	20	192
	Lingnan University	Full-time	24	13	16	53
	The Chinese University of Hong Kong	Full-time	1 421	58	41	1 520
	The Education University of Hong Kong	Full-time	41	10	4	55
	The Hong Kong Polytechnic University	Full-time	506	76	68	650
	The Hong Kong University of Science and Technology	Full-time	966	181	80	1 227
	The University of Hong Kong	Full-time	1 309	109	104	1 522
Total			**5 116**	**574**	**432**	**6 122**

Notes:

1. "-" denotes nil.
2. UGC-funded RPg students refer to students funded by the UGC within their normal study periods.
3. Figures may not add up to the corresponding totals owing to rounding. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3323)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the number of places and amounts of funding in each of the past 5 academic years and the coming academic year for full-time and part-time, publicly-funded and self-financing degree and sub-degree social work programmes in various post-secondary colleges:

Post-secondary colleges	Full-time/ part-time	Publicly funded/ self-financing	Degree/ sub-degree	Number of places 2014/15	Number of places 2015/16	Number of places 2016/17	Number of places 2017/18	Number of places 2018/19	Number of places 2019/20

Asked by: Hon LEUNG Yiu-chung (LegCo internal reference no.: 1063)

Reply:

The approved numbers of undergraduate places of University Grants Committee (UGC)-funded social work programmes for the 2014/15 to 2019/20 academic years are at **Annex A**. The UGC-funded universities do not have any UGC-funded social work sub-degree programmes in the corresponding period. The recurrent grants to the universities are in the form of a block grant. As funding for the said programmes is subsumed under the block grants, the UGC is unable to provide information on the actual subvention for individual programmes. The average student unit cost for a particular level of study is derived based on the actual cost incurred by UGC-funded expenditure items as reported by universities. According to the information provided by the universities, the average student unit costs per annum at sub-degree and undergraduate levels for the 2014/15 to 2017/18 academic years were $173,000 and $238,000 respectively. The bulk was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. $15,040, $31,575 and $42,100 per annum for UGC-funded sub-degree programmes offered by the Education University of Hong Kong, UGC-funded sub-degree programmes offered by other universities and full-time UGC-funded undergraduate programmes

respectively). The average student unit cost for the 2018/19 academic year and beyond is not yet available.

The estimated intakes of full-time locally-accredited self-financing undergraduate and sub-degree social work programmes for the 2014/15 to 2019/20 academic years are set out at **Annex B**.

Annex A

Approved Number of Undergraduate Places of UGC-funded Social Work Programmes by University for the 2014/15 to 2019/20 Academic Years

Full-time equivalent

University	Level of Study	Number of Approved Intake Places					
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20#
First-year intake							
City University of Hong Kong	Undergraduate	60	60	60	60	60	50
Hong Kong Baptist University	Undergraduate	43	43	43	43	43	43
The Chinese University of Hong Kong	Undergraduate	48	48	48	48	48	46
The Hong Kong Polytechnic University	Undergraduate	39	39	36	36	36	32
The University of Hong Kong	Undergraduate	40	40	38	38	38	35
Total		**230**	**230**	**225**	**225**	**225**	**206**
Senior year intake							
City University of Hong Kong	Undergraduate	25	25	25	25	25	25
Hong Kong Baptist University	Undergraduate	12	12	16	18	20	24
The Hong Kong Polytechnic University	Undergraduate	16	16	16	12	12	12
Total		**53**	**53**	**57**	**55**	**57**	**61**

Notes:

Estimated intake places.

1. All UGC-funded social work programmes for the 2014/15 to 2019/20 academic years are full-time programmes.

Annex B

Estimated Intakes of Full-time Locally-accredited Self-financing Undergraduate and Sub-degree Social Work Programmes for the 2014/15 to 2019/20 Academic Years

Institution	Level of Study	Estimated Intakes					
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20#
Caritas Institute of Higher Education	Sub-degree	120	120	120	120	120	120
City University of Hong Kong - Community College of City University/UOW College Hong Kong	Sub-degree	125	125	125	72	72	50
Gratia Christian College	First-year first-degree	-	60	60	40	40	40
Hong Kong College of Technology	Sub-degree	40	40	40	40	40	40
Hong Kong Shue Yan University	First-year first-degree	38	40	40	40	40	40
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Sub-degree	50	50	50	50	50	50
The Education University of Hong Kong	Sub-degree	70	-	-	-	-	-
The Hong Kong Polytechnic University - Hong Kong Community College	Sub-degree	-	-	80	80	68	80
Vocational Training Council	Sub-degree	50	75	75	75	67	60
Hong Kong Nang Yan College of Higher Education	First-year first-degree	-	-	-	-	45	45

Notes:
"-" denotes no relevant programmes were offered.
"#" denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3676)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau/University Grants Committee inform this Committee of the respective numbers of publicly-funded, privately-funded and temporary hostel places provided by tertiary institutions in Hong Kong, and the ratios of allocation of such places between local and non-local students in the 2018/19 academic year with a breakdown by institution?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 49)

Reply:

The number of hostel places available in the University Grants Committee (UGC)-funded universities and the ratio of hostel places allocated to local and non-local students at the beginning of the 2018/19 academic year as advised by the UGC-funded universities are at the **Annex**.

Annex

(A) Hostel places available for allocation to students in UGC-funded universities

University	2018/19 academic year			
	Publicly-funded	**Privately-funded**	**Temporary**	**Total**
City University of Hong Kong	3 440	208	0	3 648
Hong Kong Baptist University	1 630	250	216	2 096
Lingnan University	1 300	1 170	107	2 577
The Chinese University of Hong Kong	5 408	2 593	488	8 489
The Education University of Hong Kong	2 000	0	186	2 186
The Hong Kong Polytechnic University	4 654	0	286	4 940
The Hong Kong University of Science and Technology	3 814	1 272	638	5 724
The University of Hong Kong	5 573	613	186	6 372
Total	**27 819**	**6 106**	**2 107**	**36 032**

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded universities

University	Ratio of hostel places allocated in the 2018/19 academic year	
	Local students	**Non-local students**
City University of Hong Kong	42%	58%
Hong Kong Baptist University	58%	42%
Lingnan University	78%	22%
The Chinese University of Hong Kong	56%	44%
The Education University of Hong Kong	74%	26%
The Hong Kong Polytechnic University	45%	55%
The Hong Kong University of Science and Technology	46%	54%
The University of Hong Kong	45%	55%
Overall	**52%**	**48%**

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3720)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that a dedicated provision of $16 billion will be set aside for University Grants Committee-funded universities to enhance or refurbish campus facilities, in particular the provision of additional facilities essential for research and development (R&D) activities (such as laboratories). Please advise this Committee of the following:

(1) the details of the funding, vetting procedures and the estimated annual number of applications for the coming few years;

(2) how to evaluate the effectiveness of the funding; and

(3) whether there will be a requirement that prior consideration will be given to local technology enterprises in providing R&D facilities needed by universities to facilitate the development of local technology industry; if yes, the details.

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 105)

Reply:

Under the existing mechanism, the University Grants Committee (UGC)-funded universities can apply for capital grants from the Government through UGC on an annual basis to carry out capital works[Note 1] and campus alterations, additions, repairs and improvement works[Note 2]. The universities first need to submit their preliminary works proposals to the UGC elaborating the scope and details of the works projects. When considering the works proposals of the universities, UGC will consider various factors, such as whether the proposals will fulfill the campus master development plans and meet space shortfall of the universities; whether the proposed construction works can meet the long-term needs of the universities; and whether the proposals are in line with government policies and the roles and missions of the universities. At the same time, UGC will consult its technical advisor (i.e. the Architectural Services Department) on technical issues and costs of the proposed works projects to ensure that the projects are worth funding. The project proposals

supported by the UGC and the Government will be submitted to the Legislative Council for funding approval in accordance with the established procedures.

UGC will continue to adopt the above mechanism for universities to apply for the dedicated provision of $16 billion in the Budget. Since the campus facilities required by individual universities are different, the Government is not able to accurately estimate the number of applications for funding each year at this stage.

The earmarked funding will be used for works projects for all disciplines and not to be confined to teaching and research facilities for scientific exploration. Nevertheless, the Government hopes that universities will, in developing or enhancing hardware, give due and priority consideration to innovation and technology needs.

Note 1 Applicable to capital works projects costing more than $30 million.

Note 2 Applicable to alterations, additions, repairs and improvements costing not more than $30 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5456)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. What were the respective numbers of non-Chinese speaking (NCS) students enrolled on the Applied Learning Chinese (for NCS students) courses and the numbers of secondary schools involved in the past 3 years? How many of such NCS students could pursue further studies in the University Grants Committee (UGC)-funded undergraduate programmes?

2. What were the numbers of local NCS students admitted to UGC-funded undergraduate programmes in the past 3 years and their respective percentage share of the total number of students?

3. What were the numbers of local NCS graduates of UGC-funded undergraduate programmes in the past 3 years and their respective percentage share of the total number of graduates?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 201)

Reply:

1. According to information provided by the Education Bureau, the Applied Learning Chinese (for non-Chinese speaking (NCS) students) (ApL(C)) courses are for NCS students only. The respective numbers of NCS studying the ApL(C) courses are 179, 206 and 230 from 23, 24 and 42 secondary schools in the 2016-18, 2017-19 and 2018-20 school years. The Education Bureau has not conducted any graduate surveys in respect of the relevant courses and hence the number of graduates studying University Grants Committee (UGC)-funded undergraduate programmes is not available.

2. According to statistics provided by the UGC-funded universities, the number of intakes of local NCS students studying UGC-funded full-time undergraduate programmes in the 2016/17 to 2018/19 academic years and their percentage shares of the total number of intakes are set out below:

(Headcount)

	2016/17	2017/18	2018/19 (Provisional)
(a) Local NCS intakes of full-time UGC-funded undergraduate programmes	253	335	361
(b) Total number of intakes of full-time UGC-funded undergraduate programmes	22 889	23 010	23 386
Percentage share of local NCS intakes [(a) / (b)]	1.1%	1.5%	1.5%

3. UGC does not collect the information on the NCS graduates.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4486)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding internationalisation and non-local students, please list the number of non-local students pursuing publicly-funded taught programmes in funded universities and the funding expenditures involved over the past 5 years:

Year	Total number of non-local students	Number of non-local students from the Mainland	Number of non-local students from Taiwan	Number of non-local students from other regions and countries
2015-2016				
2016-2017				
2017-2018				
2018-2019				
2019-2020				

Year	Funding expenditures on all non-local students	Funding expenditures on non-local students from the Mainland	Funding expenditures on non-local students from Taiwan	Funding expenditures on non-local students from other regions and countries
2015-2016				
2016-2017				
2017-2018				
2018-2019				
2019-2020				

Asked by: Hon TAM Man-ho, Jeremy (LegCo internal reference no.: 125)

Reply:

The numbers of non-local students of University Grants Committee (UGC)-funded taught programmes from the Mainland, Taiwan and other regions from the 2014/15 to 2018/19 academic years are set out at **Annex**. The number of students in the 2019/20 academic year is not available.

Funding provided by the UGC to its funded universities is made in the form of a block grant on the basis of the approved student places allocated to each funded university. At present, funded universities can admit non-local students to their publicly-funded sub-degree, undergraduate and taught postgraduate programmes through over-enrolment outside the approved student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes by study level. No extra resources will be provided by the UGC for over-enrolment. These non-local students are required to pay tuition fees at a level that is at least sufficient to recover all additional direct costs. In other words, no additional public resources are involved in over-enrolment of non-local students.

Annex

Numbers of Non-local Students of UGC-funded Taught Programmes by Place of Origin from the 2014/15 to 2018/19 Academic Years

(Headcount)

Place of Origin	Academic Year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19#**
The Mainland	6 701	6 779	6 906	6 982	7 023
Taiwan	440	515	573	622	708
Other regions	2 330	2 505	2 946	3 320	3 972
Total	**9 471**	**9 799**	**10 425**	**10 924**	**11 703**

Note:
Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 7260)

Head: (160) Radio Television Hong Kong

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

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting (LEUNG Ka Wing)

Director of Bureau: Secretary for Education

Question:

1. From 2016-17 to 2019-20, what are the actual and estimated staffing establishment for school educational television (ETV) programmes for each year? What is the respective expenditure involved?
2. From 2016-17 to 2019-20, what are the respective numbers of in-house and commissioned programmes? What are the respective unit costs?
3. Why is the revised estimate of output hours for 2018-19 lower than the actual output hours in 2017-18? And why does the cost per hour increase in contrast?
4. From 2016-17 to 2019-20, what are the actual and estimated numbers of ETV programmes provided to kindergartens, primary and secondary schools for each year? What are the types of content and production years respectively?
5. From 2016-17 to 2018-19, what are the types of programmes most and least viewed by kindergarten, primary and secondary school students respectively?
6. The average numbers of programmes watched by each class in kindergartens and secondary schools are only 1.8 and 2.9 respectively. What are the ratios of these numbers to the total number of programmes of the same type?
7. What are the scaling details of the usefulness indicator? What is the response rate in collecting the opinion?
8. When will the review on the mode of viewing ETV programmes in the education sector be completed? Which organisation is responsible for the review? What is the expenditure involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 142)

Reply:

1. From 2016-17 to 2019-20, the overall expenditures on school educational television (ETV) programmes and the staffing establishments of Radio Television Hong Kong (RTHK) involved are as follows:

Year	Overall Expenditure	Staffing Establishment of RTHK
2016-17 (Actual)	$34.5 million	17
2017-18 (Actual)	$29.8 million	14
2018-19 (Revised)	$27.5 million	13
2019-20 (Estimated)	$28 million	12

2. From 2016-17 to 2018-19, RTHK did not commission the production of ETV programmes. In order to enhance the cost-effectiveness of the production of ETV programmes, RTHK is currently considering the number of commissioned ETV programmes to be produced in 2019-20.

3. The decrease in the number of programmes and hours of output for school ETV section in 2018-19 is due to the redeployment of resources in the EDB for developing multimedia learning and teaching resources in accordance with the direction of curriculum development. Although the staff establishment had also decreased, the staff salaries had increased, and thus there was still a rise in the cost per hour.

4. From 2016-17 to 2018-19, the numbers of ETV programmes provided for kindergartens were 10, 9 and 6 respectively; the numbers of ETV programmes provided for primary schools were 33, 30 and 28 respectively. The key learning areas / subjects covered include Chinese Language Education, English Language Education, Mathematics Education and General Studies; the numbers of ETV programmes provided for secondary schools were 14, 21 and 16 respectively. The key learning areas covered include Chinese Language Education, English Language Education, Mathematics Education, Personal, Social & Humanities Education, as well as Science Education (Secondary 1 to 3) and Science Education (Secondary 4 to 6); the numbers of ETV programmes provided for other key learning areas / levels of education, parent and teacher resources were 23, 10 and 12 respectively. The estimated and actual numbers of programmes produced were the same. The production for 2019-20 is still under planning. There is currently no relevant information.

5, 6 & 8. Given that the mode of use of video resources in the education sector has changed, the EDB has divided the programmes into chapters and short video clips with a length of a few minutes, which have been uploaded to the Hong Kong Education City (HKEdCity) ETV website (https://etv.hkedcity.net) for schools' flexible use. Teachers can even download these resources according to their needs. Students may watch the ETV video clips on the Internet at home for lesson preparation or revision, thereby making the most of the lesson time to engage in in-depth problem solving or consolidation activities. This could help enhance learning and teaching effectiveness. Available information indicates that HKEdCity ETV website records over 3 million hits per year. Moreover, the number of downloads of the "ETV mobile application", which was launched by the EDB, has also been rising steadily, exceeding 80 000 as at mid-March 2019. The EDB has no figures regarding the types of programmes most and least viewed by kindergarten, primary and secondary school students.

The multimedia resources of school ETV are one of the many kinds of learning and teaching resources, which are produced based mainly on the curriculum and students' learning needs for teachers' flexible use. The EDB has been commissioning a tertiary institute or agency

to conduct annual surveys to assess the utilisation rate of ETV services. In 2017-18, the EDB produced 9, 30 and 21 brand new programmes for kindergartens, primary schools and secondary schools respectively. According to the findings of the survey conducted in the 2017/2018 school year, the average numbers of programmes watched by each class in kindergartens, primary schools and secondary schools were 1.8, 33.8 and 2.9 respectively. What has to be emphasised is that the current survey is targeted at schools, it relates only to students' viewing ETV resources arranged by teachers and for this reason, the survey findings cannot adequately reflect students' access to ETV resources over the Internet outside class. The EDB will improve the methodology of surveys on the use of ETV multimedia resources in the 2018/2019 school year by putting on trial the enhanced annual survey, so as to yield more comprehensive data which can fully reflect their utilisation. The preliminary survey findings are expected to be available before the end of the 2018/2019 school year for discussion by the relevant committees under the Curriculum Development Council. The related work is still under planning. There is currently no information about the relevant expenditure.

7. The scaling details of the usefulness indicator include teachers' levels of satisfaction concerning the following areas: the appropriateness and teaching effectiveness of the teaching design, content and method, and the effectiveness on the enhancement of students' interest in learning and initiatives to learn, etc. The percentages of feedback of kindergartens, primary schools and secondary schools are 77.4%, 84.4% and 82.5% respectively.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 4406)

Head: (160) Radio Television Hong Kong

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

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting (LEUNG Ka Wing)

Director of Bureau: Secretary for Education

Question:

(a) For years, the contents of educational television (ETV) programmes have not been up-to-date and many schools have stopped using the service. The duration of each episode of the Government's video-based resources is around 10 to 20 minutes. Take a 35-minute lesson for primary school students as an example, programmes in the old format take up relatively more lesson time and consist of less up-to-date plots. In this respect, can the Government inform what new ETV programmes have been produced so far since 2015? Please include their programme titles, target audience, durations and production years. If there is not any new programme, what are the reasons?

(b) While the budget for the programmes is $28 million, the highest level of usefulness reported by teachers is only 79. What are the reasons in detail?

(c) The mode of viewing ETV programmes in the education sector has changed. A review of the indicators will be conducted this year. What are the details of the review? Is there a concrete timetable as to when the review will be completed? If so, what are the details?

Asked by: Hon LAU Kwok-fan (LegCo internal reference no.: 51)

Reply:

(a) During 2015-16 to 2018-19, the Educational Television (ETV) Unit of the Education Bureau (EDB) has produced over 60 brand new ETV programmes, ranging from 10 to 20 minutes, for kindergarten, primary and secondary students, teachers and parents each year. The details are as follows:

Contents	Financial Years			
	2015-16	2016-17	2017-18	2018-19
Kindergartens: Kindergarten Education	3	10	9	6
Primary Schools: Chinese Language Education, English Language Education, Mathematics Education and General Studies	47	33	30	28
Secondary Schools: Chinese Language Education, English Language Education, Mathematics Education, Personal, Social & Humanities Education, and Science Education (Secondary 1 to 3) and Science Education (Secondary 4 to 6)	18	14	21	16
Others: Other Key Learning Areas / Levels of Education; Parent / Teacher Resource Programmes and "Education Magazine"	12	23	10	12

Note: The production for 2019-20 is still under planning. There is currently no relevant information.

Given that the mode of use of video resources in the education sector has changed, the EDB has divided the programmes into chapters and short video clips with a length of a few minutes, which have been uploaded to the Hong Kong Education City (HKEdCity) ETV website (https://etv.hkedcity.net) for schools' flexible use. Teachers can even download these resources according to their needs. Students may also watch the ETV video clips on the Internet at home for lesson preparation or revision, thereby making the most of the lesson time to engage in in-depth problem solving or consolidation activities. This could help enhance learning and teaching effectiveness. The HKEdCity ETV website records over 3 million hits per year. Moreover, the EDB launched the "ETV mobile application" and the number of downloads has been rising steadily, exceeding 80 000 as at mid-March 2019. In addition, the EDB outsourced the production of multimedia resources of various kinds, including theme-based short videos, multi-ending micro movies, photos and sound tracks (e.g. the sounds of Asiatic Painted frogs and trams), as well as a learning and teaching resource package for kindergartens which contains picture books, numbered musical notations and music videos of nursery rhymes, videos, animations, puppets, etc. Apart from the physical resources, such as puppets, etc., relevant resources have also been uploaded to the HKEdCity ETV website (https://etv.hkedcity.net).

(b) School ETV resources are one of the many kinds of multimedia learning and teaching resources for schools' use. To evaluate the utilisation rate and effectiveness of ETV service, the EDB has been commissioning a tertiary institute or agency to conduct annual surveys to assess the usefulness of ETV services. Assessment is conducted by calculating the weighted average of teachers' satisfaction scores in the areas of pedagogical design,

appropriateness of content and presentation, achievement of teaching objectives as well as promotion of students' interest and motivation to learn. The full mark of the usefulness indicator is 100. This survey is a territory-wide annual survey for schools. The scores of the usefulness indicator for kindergartens, primary and secondary schools are all over 70, reflecting a positive feedback from schools on the whole. In addition, the EDB also grasps teachers' views on ETV programmes through various channels, such as focus group interviews of teachers, curriculum development visits, professional development programmes for teachers, etc. In summary, teachers opine that ETV programmes are effective learning and teaching resources. In fact, Hong Kong's ETV productions receive more than 10 international awards every year, demonstrating that their production standards gain international recognition.

(c) As the current annual survey is targeted at schools, it relates only to students' viewing ETV resources arranged by teachers and for this reason, the survey findings cannot adequately reflect students' access to ETV resources over the Internet outside class. The EDB will improve the methodology of the survey on the use of ETV multimedia resources, and the modified survey will be tried out in the 2018/19 school year, with a view to yielding more comprehensive data which can comprehensively reflect their utilisation. The preliminary survey findings are expected to be available by end of the 2018/19 school year for discussion by the relevant committees under the Curriculum Development Council.

- End -